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THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE STUDY OF THE ROLE OF THE
HIGH SCHOOL INSPECTOR IN ALBERTA

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Descriptive Study of the Role of the High School Inspector in Alberta," submitted by Norman A. Sande, in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

This thesis presents a descriptive study of the role of the high school inspector in the province of Alberta. The investigation includes a description of the historical development of the position of high school inspector and an examination of the functions of inspectors in such areas as supervision of instruction, development of curriculum, the High School Examinations Board, and in the general oversight of affairs in an inspectoral zone. Included in the latter duty are such things as meetings, conventions, surveys, investigations, and assisting superintendents. The academic and professional background of inspectors is described as is their workload and distribution of time to their various duties.

In conducting this study, an examination was made of various documents of the Alberta Department of Education and of authoritative literature describing the role of central authorities in education. The major source of information, however, was a questionnaire which was completed by eight of the nine high school inspectors and by two men who had been inspectors.

The findings indicate that the role of the high school inspector is changing from a regulatory and inspectoral one to one of providing leadership in instructional and curriculum im-

provement. The inspectors' work in curriculum development complements and is aided by their supervisory work. However, the inspectors think that their tasks are becoming so numerous that they do not have time to adequately perform all of their duties.

The findings also indicate that the legal status of the high school inspector has not been clearly defined and hence there are differences in the ways inspectors interpret and carry out their duties.

The four recommendations growing out of the study are: (1) that the Department of Education should consider employing more inspectors and reduce the size of inspectoral zones; (2) that high school inspectors should continue in curriculum work, but only in an advisory capacity; (3) that if inspectors gained more time it could be fruitfully spent in the field of professional development; and (4) that high school inspectors should work out of regional offices in a more decentralized system than presently exists.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

One of the continuing issues in the realm of public education is the question of centralized control. In Canada, education is the responsibility of the provinces, which have established departments in charge of education and which have organized school systems within their respective provincial boundaries. The basic traditions of Canadian education grew out of the school system of Ontario and are largely based on the ideas of Egerton Ryerson, the first Superintendent of Education for Upper Canada (1844-1876).¹ Ryerson's period of office led to a centralization of control which included such features as provincially prescribed textbooks, prescriptive programs of study, and external measurements of achievement with a staff of provincially appointed inspectors dedicated to the task of imposing centrally-conceived plans.² These features became part of the Alberta system of education when Alberta achieved provincial status in 1905.

The present position of high school inspectors in Alberta had its origins in this highly centralized system. Originally, Alberta had six inspectors of schools who were charged with the responsibility of enforcing the regulations of the department of education regarding

¹T. C. Byrne, "The Evolution of the Provincial Superintendent," The Canadian Superintendent, V (May, 1957), p. 6.

²T. C. Byrne, "The Role of the Province in Instructional Improvement," Canadian Education, XIII (September, 1958), pp. 53-54.

school buildings and equipment, conduct of the schools and courses of study.³ In 1919, one inspector was freed of the afore-mentioned duties and specialized in inspecting high schools.⁴ From 1922 until 1938 there were two high school inspectors for the province. Since 1938 the number has gradually been increased to 10 in 1968.⁵ The reason for appointing high school specialists was to free or to allow the other inspectors to concentrate on supervision and improvement of elementary schools.⁶

When the Alberta Government began to form larger school districts in 1936, each district was assigned a permanent inspector of public schools who began to assume the role of superintendent as we know the job today. However, the province was still divided into two high school zones for inspectoral purposes. Whereas the duties of the divisional and district superintendents were broadly defined by the School Act, the duties of the high school inspectors were not. In this report an attempt is made to describe the role of the high school inspector in the Province of Alberta.

³Annual Report, Department of Education, Province of Alberta, 1906.

⁴Annual Report, Department of Education, Province of Alberta, 1919.

⁵Annual Report, Department of Education, Province of Alberta, 1958.

⁶Annual Report, Department of Education, Province of Alberta, 1938.

I. THE PROBLEM

Statement of the problem. This study was concerned with a descriptive survey of the role at the present time of the provincially appointed high school inspector in the Province of Alberta.

The specific purposes of the study were as follows:

(1) To describe the historical development of the position of high school inspector in Alberta.

(2) To determine the functions of high school inspectors in such areas as

- (a) supervision of instruction,
- (b) development of curriculum,
- (c) the High School Examinations Board,
- (d) general oversight of affairs of a zone,
 - (i) meetings
 - (ii) conventions
 - (iii) surveys
 - (iv) investigations
 - (v) aiding superintendents.

(3) To describe the background of the high school inspector: his academic qualifications and his experience as a teacher, principal, and superintendent.

(4) To describe the work load and the distribution of the high school inspector's time.

II. QUESTIONS

The questions advanced in this study were not stated as hypotheses for purpose of testing statistically. The study is mainly descriptive and exploratory. The following questions are advanced to help focus the study:

1. What changes have taken place and are taking place in the role of the high school inspector?
2. Are there differences in the ways that inspectors interpret their duties?
3. Do inspectors have sufficient time to perform adequately all of their duties?
4. What interrelationships exist between the inspectors' work in curriculum development and their supervisory work?

III. ASSUMPTIONS

An assumption was made with regard to the method of data collection for this study. It was assumed that the interviewees would be frank and honest in their responses to the questions asked. Every precaution was taken to ensure clarity and understanding in the questions asked and in establishing rapport.

IV. DELIMITATION OF THE STUDY

This study was limited to a descriptive survey of the role of the provincially appointed high school inspector in the Province of Alberta. The data were obtained mainly from inspectors employed by

the Department of Education in 1965. However, because there were only eight inspectors, additional information was obtained from some of the men who have previously held the position of inspector. Included in this group were some members of the faculty at the University of Alberta.

V. SIGNIFICANCE OF THE STUDY

The role of the provincial governments in Canadian education has been and is changing. The traditional concept of high centralization and control is gradually being changed in order to grant more local autonomy to school districts; the emphasis is now being placed on provincial leadership as opposed to provincial prescription. Inspectors have been the regulatory agents of the government in matters of curriculum and supervision. In light of the changing concepts regarding the role of the central government a study of the role of any of its agents has significance. Any information that will help define and clarify existing positions in the field of administration should be of benefit to the student of educational administration. Although the position of high school inspector is not unique to Alberta, it does have some features which are unique and which have not been studied elsewhere.

The need for a study of this type has been expressed by Babcock who said:

We find ourselves, then, considering the role of the supervisor in the areas of curricular decision making and curricular organization in situations with almost endless variables. Yet factors within the educational complex such as the discovery of new knowledge, the changing character of the school population, the evolving concepts of teacher education, the introduction of a large number of innovations relating to content, method and organizational patterns, make it imperative that general agreements be reached with reference to the curriculum supervisor or specialist.⁷

Shafer and MacKenzie state that the clarity of role definition within any specific organization is important for the effective and efficient operation of that unit.⁸ Paul R. Klohr further states:

That there should be an overlap among the functions carried out by the various individuals exerting leadership in the schools, no one would deny. Yet when administrative functions are not clearly differentiated from what might be called technical or special functions for which the curriculum leader has unique responsibilities, there is a danger of role diffusion. Such diffusion limits the impact of an individual and his work.⁹

Several studies have been done on positions similar to that of the high school inspector which have helped to clarify the roles of

⁷Chester D. Babcock, "The Emerging Role of the Curriculum Leader," Role of the Supervisor and Curriculum Director in a Climate of Change, 1965 Yearbook, Association for Supervision and Curriculum Development (Washington, D.C.: 1965), p. 57.

⁸H. T. Shafer and G. N. MacKenzie, in Babcock, op. cit., p. 68.

⁹Paul R. Klohr, in Babcock, op. cit., p. 146.

those offices. Studies by Hencley,¹⁰ Finlay,¹¹ and Stewart,¹² have analyzed various aspects of the superintendency in the province of Alberta while Snelgrove¹³ has studied the role of the district supervising inspector in Newfoundland. Collins¹⁴ and Miller¹⁵ have conducted similar studies on a national basis.

VI. DEFINITION OF TERMS USED

High school inspector or inspector. These are persons employed by the Department of Education of Alberta and designated by the above title.

Regulatory function. Regulatory functions are those functions carried out by inspectors to enforce provincial regulations.

¹⁰S. P. Hencley, "A Descriptive Survey of the Alberta Divisional and County School Superintendent" (unpublished Master's thesis, University of Alberta, 1958).

¹¹J. H. Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, University of Alberta, 1961).

¹²L. D. Stewart, "An Analysis of the Role of the Assistant Superintendent in Alberta School Division and Counties (unpublished Master's thesis, University of Alberta, 1961).

¹³Y. J. Snelgrove, "A Study of the Administrative Role of the District Supervising Inspector in Newfoundland" (unpublished Master's thesis, University of Alberta, 1965).

¹⁴C. P. Collins, "The Role of the Provincially Appointed Superintendent of Schools in Larger Units of Administration in Canada" (unpublished Doctoral dissertation, University of Alberta, 1958).

¹⁵S. A. Miller, "A Comparative Study of Supervision in the Various Canadian Provinces, with a View to Determining the Optimum Load for Supervisors of Each Type" (unpublished Doctoral dissertation, University of Toronto, 1946).

Advisory function. Advisory functions are those carried out by inspectors in aiding teachers, principals, superintendents, and school boards. Advice is given by the inspector on the basis of his experience and knowledge with the intent of aiding those concerned in solving educational problems.

Supervision. Supervision includes those activities carried on by inspectors for the purpose of maintaining, or changing, the operation of a school and its personnel, in order to directly influence the attainment of instructional goals.

Central office or central authority. The central office or central authority referred to in this study is the provincial department of education which has legal responsibility for the operation of schools within defined geographic boundaries.

Role. For the purposes of this study, role is interpreted as the sum of all expectations for the inspectorship as held by the high school inspectors.

Some of the most significant writing on role theory has been done by Getzels and Guba from which the following brief statement is derived.¹⁶ They see administration as a social process taking place within a social system. The social system involves two inter-acting factors or dimensions: institutions and individuals, or in their terms the nomothetic and idiographic dimensions.

¹⁶Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), pp. 423-441.

In terms of the institutional dimension, observed behavior is viewed as role behavior or role performance. A role consists of certain normative obligations and responsibilities termed role expectations which define the actions of the role incumbent. Viewed from a purely nomothetic point of view, all incumbents would act in a similar, stereotyped manner. However, roles are occupied by individuals who are in themselves unique. Hence, the personal or idiographic dimension causes an incumbent in a particular role to perform that role in a unique fashion within the given institutional framework. According to this general model, individual behavior within a social system is determined by the expectations attached to a particular role and the personality of the particular role incumbent.

As stated earlier in this study, the duties or expectations that define the role of high school inspector have not been clearly stated. Therefore, with the lack of specifically stated institutional or nomothetic expectations, it was anticipated that there would be considerable variation in role behavior among high school inspectors.

VII. OVERVIEW

The following chapters of this thesis deal with the role of the high school inspectors in Alberta in an historical setting, and also as viewed by incumbent inspectors. The review of the related literature does not deal specifically with high school inspectors because there has been very little written about the position. For this reason the literature concerns itself more generally with the role of central or

provincial authorities in education.

Chapter III of the thesis is concerned with the method of collection and treatment of data. Data were obtained primarily through interviews with high school inspectors. These interviews were based on an interview schedule.

Chapter IV provides an historical background of school inspection in Alberta. The material for this section was obtained from statutes and documents dating back to the Ordinances of the Northwest Territories in 1884. The chapter traces the duties of inspectors, their changing roles, and the increase in their numbers.

The remaining chapters of this thesis are concerned with the present role of the high school inspector. The data were obtained from the inspectors. The topics covered in general concern their background in teaching and administration, academic qualifications, their role in supervision of instruction and how they perform this function, participation in curriculum development, and other duties carried out as officers of the department of education.

The thesis is concluded with a summary statement, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Although much has been written about the role of the superintendent there has been very little written about the role of high school inspectors. Textbooks on administration and supervision are usually written for people who work at the school district or school levels. Because the high school inspector in Alberta is assigned to a large geographic zone consisting of many school divisions and districts, the literature does not specifically cover his position although certain definite aspects of his job such as supervisory techniques and curriculum development are generally covered in the professional literature. Inasmuch as the high school inspector is a direct agent of the provincial department of education without specific responsibilities to any given local school authorities, the literature which best describes his role is that which describes the role of the central authorities in education. This section will trace the general development of the role of central authorities in education in Canada and review literature which discusses the present and also the suggested "best" role for them to be playing in education.

I. CANADIAN SETTING

In order to understand the present role of central authorities in Canadian education it is necessary to have some knowledge of the historical development of that role. It is not the purpose of this

thesis to do a comprehensive study of provincial participation in education for this has been adequately done by T. C. Byrne in 1956.¹ Other comprehensive studies have also been done by Sparby² and Walker³, both of whom wrote about the development of the Alberta education system. Therefore, in order to provide a basic picture of the development of the provincial role in education, much of the following information has been obtained from the above-mentioned references which elaborate on the historical development of provincial participation in Canada education.

The basic traditions of Canadian education grew out of the school system of Ontario or Upper Canada as it was once named.⁴ This was especially true in the field of curriculum prescription by central authorities:

A notable feature of the development of the public school system of Ontario under the leadership of Egerton Ryerson was the organization of a strong central authority to prescribe curriculum for the province. The Ontario pattern of centralized control of curriculum was transplanted to the West and became firmly established in the North-West Territories.⁵

¹T. C. Byrne, "The Historical Development and an Evaluation of Provincial Leadership in the Field of High School Instruction for the Province of Alberta" (unpublished Doctoral dissertation, University of Colorado, 1956).

²Harry T. Sparby, "A History of the Alberta School System to 1925" (unpublished Doctoral dissertation, Stanford University, 1958).

³Bernal E. Walker, "Public Secondary Education in Alberta: Organization and Curriculum, 1889-1951" (unpublished Doctoral dissertation, Stanford University, 1955).

⁴T. C. Byrne, "The Evolution of the Provincial Superintendent," The Canadian Superintendent, V (May, 1957), p. 6.

⁵Walker, op. cit., Thesis, p. 44.

The inspection or supervision of schools was always to some extent a function of the central authority in Canada.⁶ Reports of school inspectors or school visitors as they were called were sent to the central authority. In Upper Canada, after 1816, school visitors were the school trustees who were elected.⁷ The School Act of 1841 placed the onus for inspection on local authorities whose superintendents were to inspect the progress of students and to advise and direct teachers and trustees as to the course of studies.⁸ However, the School Act of 1850 became the charter of Canadian design.⁹ It is in this Act and the ensuing work of Egerton Ryerson that we see the beginnings of many of the practices current in Canadian education.

The Education Act of 1850 gave the Governor-General in Council the power to appoint a Board of Education for Upper Canada. The duties of this board included: directing the provincial normal school; prescribing textbooks, plans, forms, and regulations; and to "aid the superintendent with their counsel and advice." Ryerson believed that

⁶Charles E. Phillips, The Development of Education in Canada. (Toronto: W. J. Gage and Company Limited, 1957), p. 244.

⁷Ibid., p. 245.

⁸Byrne, op. cit., Thesis, p. 45.

⁹T. C. Byrne, "The Role of the Province in Instructional Improvement," Canadian Education, XIII (September, 1958), p. 53.

the ideal school system maintained a nice balance between local control and provincial direction. He thought that the machinery of education should be in the hands of the people but that aid should be given by the central government. This aid should express itself through a thorough and systematic inspection of schools.¹⁰ Ryerson's basic idea was that the local residents should be concerned with the "externa" of education, that is, employment of teachers, buildings, transportation, and other similar administrative functions whereas the central authority should be concerned with the "interna," namely everything of importance that goes on within the school such as instruction, curriculum and supervision.¹¹

The British North America Act of 1867 did not alter the basic structure of education in Canada. Article 93 of the Act confirmed education as an exclusive right of the provinces. It did not give the provinces the right to surrender responsibility for education to either federal government or to local governments.¹² Consequently, as the population grew and advanced westward, the Ontario system became the basis for education in the new territories. In western Canada, local government was slow in organizing. As a consequence, the territorial

¹⁰Byrne, op. cit., Thesis, p. 22.

¹¹C. P. Collins, "Local School District Organization in Canada," Canadian Education and Research Digest, I (June, 1961), p. 6.

¹²Ibid., p. 9.

governments were very active in education, especially in the "internal." School inspectors performed regulatory functions associated with maintaining a minimum program, interpreting school law, and evaluating local school systems.¹³ For the first four decades of the present century, there was an increased emphasis placed on central planning as the best approach to instructional improvement. According to Byrne, provincial departments of education discharged their basic responsibility of provincial authority--the development of a minimum or foundation program in education.¹⁴ Inspectors still carried on a regulatory function.

A high degree of centralization had both desirable and undesirable effects. It had the advantage of providing stability, order, and progress. On the other hand, this centralization made for a degree of rigidity, for inflexibility, and for tardiness of change when change was long overdue.¹⁵ In matters of curriculum, departments of education usually waited for pressure to change rather than providing leadership for change. This lack of initiative was due to an insufficient number of professional curriculum personnel on the staffs of departments and also to a misguided idea about democracy--that no move

¹³T. C. Byrne, "The Evolution of the Provincial Superintendent," The Canadian Superintendent, V (May, 1957), p. 9.

¹⁴T. C. Byrne, "The Role of the Province in Instructional Improvement," Canadian Education, XIII (September, 1958), p. 55.

¹⁵H. L. Campbell, Curriculum Trends in Canadian Education. (Toronto: W. J. Gage and Company Limited, 1952), pp. 101-02.

should be made by the government unless the people wanted a change.¹⁶

In the early days of Canadian education curriculum development was conceived as a function solely of the departments of education. Practising teachers had no voice but were to teach the prescribed curriculum and be judged by an inspector. However, there were several movements that began to work against high centralization in both supervision and curriculum. Urbanization was one such manifestation as was the move towards larger rural school districts. The larger school systems began to employ personnel to do many of the jobs previously handled by the department of education. In Alberta, the large district reorganization began in 1936.¹⁷ Provincially appointed superintendents took on special advisory functions as well as regulatory functions. Some local school boards hired their own superintendents. Both types of superintendents have the responsibility for improving instruction within their local area. It is worthy of note that even the provincially appointed superintendents have assumed a local orientation.¹⁸

Another force that has worked against centralized control of education is the development of new theories in administration. In

¹⁶Ibid., p. 102.

¹⁷Annual Report, Department of Education, Alberta, 1938, p. 37.

¹⁸Byrne, op. cit., The Canadian Superintendent, p. 11.

the early part of the 20th Century the writings of Bobbitt¹⁹ placed curriculum and supervision on a highly technical and scientific basis. Supposedly, all teachers had to do was to teach prescribed courses in prescribed ways and obtain good results. By the 1930's it was realized that this did not work, that in fact too much planning was being done by people not directly involved in the schools. It was recognised that changing curriculum meant changing people, especially teachers. Curriculum theorists became less concerned with course construction and more with the dynamics of human behavior. Byrne traces the development of supervisory behavior as follows:

1900-20--Supervision was a method of control. Inspectors visited the classroom to make sure that the proper program was being taught and approved texts used.

1920-40--Supervision was concerned with teacher improvement. Classroom visitation, post-visitation conference and demonstration teaching were methods used. Supervisory personnel used rating scales.

1940--The influence of "democratic supervision" was felt. The concern is now less with the method and more with the total learning situation. Group-dynamics, in-service education, action research, and curriculum studies are now employed. ²⁰

Another factor that has worked against centralization in Canada has been an increase in competence and professional knowledge among teachers.²¹ Teachers are now in a better position to take on more

¹⁹Franklin Bobbitt, The Supervision of City Schools. Twelfth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1913.

²⁰Byrne, op. cit., Canadian Education, pp. 39-40.

²¹W. D. Neal, "Centralization and Decentralization," The Canadian Administrator, III (May, 1964).

responsibility for instructional adaptation and decision making.

In conclusion, the historical background of supervision and curriculum making in Canada has been one of highly centralized control by provincial departments of education. In recent years the trend has been towards some decentralization of control for these functions.

II. THE EMERGING ROLE OF CENTRAL AUTHORITIES

IN CURRICULUM PLANNING AND SUPERVISION

It will be the purpose of this section to review some of the literature that sees a new role for the central authorities in education. In some cases the new ideas are already in operation, others are still in proposed form. The major component of this new role is one of educational leadership in curriculum development and in the instructional program. However, certain regulatory functions are still maintained by central authorities.

Regulatory Functions

The one function that all state and provincial governments have and perhaps will continue to have in education is that of regulation. Regulatory functions are those which are performed to assure that the basic provisions for education stated in the constitution are followed, and that the state laws which have been enacted to supplement and enrich those basic provisions are complied with. For the most part, these regulatory activities include enforcement in regard to minimum standards in education. Thurston and Roe state that these regulatory functions usually fall into the following categories:

- a. Program--assuring minimum program both in quality and scope and ascertaining that procedures required in their accomplishment are followed.
- b. Personnel--requiring the hiring of teachers and other school employees who have proper qualifications.
- c. School plant.
- d. Child-accounting.
- e. Finance.
- f. Structure.
- g. Administration.²²

Beach generally agrees with the above list. He claims that state laws should contain, in broad outline, the scope of educational purposes and objectives to be attained and have the local boards make rules and regulations to see that they are carried out.²³ He does not want any fixed curriculum regulations. Campbell, Cunningham, and McPhee state that in order to enforce minimum standards, the state requires inspectors.²⁴ The minimum standards should be established cooperatively but should be legally enforced. Most authors, including Byrne,²⁵ maintain that not only should the state require a minimum standard for all schools but should provide financial aid so that this is possible.

²²L. M. Thurston and W. H. Roe, State School Administration (New York: Harper Brothers, 1957), p. 89.

²³F. F. Beach, The Functions of State Departments of Education (Washington, D.C.: U. S. Government Printing Office, 1950), Chapter 3.

²⁴R. F. Campbell, L. L. Cunningham, and R. F. McPhee, The Organization and Control of American Schools (Columbus: C. E. Merrill Books, Inc., 1965), p. 72.

²⁵T. C. Byrne, "Design and Structure in Canadian Education," The Alberta Journal of Educational Research, III (December, 1958), p. 180.

The American Association of School Administrators has made the following statement:

It is not only unnecessary but unwise to consider the leadership function of the state department of education as distinct from its regulatory function. Time and time again, it is through the exercise of its regulatory function that the state carries on its most effective program for the improvement of school administration.²⁶

William J. Bealmer, writing about the role of the State Art Supervisor states that ideally, he should have the responsibility for supervision, regulation, and consultation in art education.²⁷ By this Bealmer means the state art director should have a program of school visitation for evaluating art programs, he should establish minimum standards, organize workshops, conferences, and clinics, provide guide and informational material, and conduct research. Bealmer also states that the regulatory function of evaluation should be in terms of a given school and not of pre-set standards.

Leadership Function

A key word in the literature today regarding the role of central governments in education is leadership. Reflecting the trend in theory and practice against autocratic supervisors and prescriptive curricula, all are agreed that departments of education must provide leadership for local school districts in curriculum planning and formulation. Ben M.

²⁶American Association of School Administrators, In-Service Education for School Administration (Washington, D.C.: American Association of School Administrators, 1963), p. 144.

²⁷W. J. Bealmer, "The Role of the State Art Supervisor," The Sixty-fourth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1965), pp. 205-15.

Harris states that supervision began as a simple inspection of teaching oriented towards stability and conformity.²⁸ Now, however, teachers and other instructional personnel are the central concern of supervision. We are now concerned with changes in behavior of people so that instruction might be improved.

Most authors so closely related supervision and curriculum development that it is difficult to discuss them separately. Babcock assumes that curriculum development and the instructional program are inseparable.²⁹ Byrne says that a revision of instructional procedures must start where teachers are, not where specialists conceive them to be.³⁰ Hence, curriculum improvement must start where teachers are involved in the planning stages. Therefore, curriculum and supervisory programs are closely related because they have the same purposes. This view is also taken by William Van Tel who stated that:

Many superintendents, supervisors, and curriculum directors in American schools have learned through experience that effective curriculum change does not come about simply through edict or by publication of materials alone. . . . Changing the curriculum necessitates changing the people who have relationships to the actual learning experiences of children and youth.³¹

²⁸Ben M. Harris, "Emergence of Technical Supervision," Educational Leadership, XXII (April, 1965), p. 494.

²⁹Chester D. Babcock, "The Emerging Role of the Curriculum Leader," Role of the Supervisor and Curriculum Director in a Climate of Change, 1965 Yearbook, Association for Supervision and Curriculum Development (Washington, D.C.: 1965), p. 58.

³⁰Byrne, op. cit., Canadian Education, p. 41.

³¹William Van Tel, "In a Climate of Change," 1965 Yearbook, Association for Supervision and Curriculum Development, op. cit., p.23.

There are several areas in education in which the writers of today claim that departments of education should exercise leadership. Thurston and Roe state six areas in which there should be state leadership: planning, research, advisory, coordination, public relations, and in-service education.³² Byrne talks of leadership in over-all planning; granting local freedom in allowing teachers and administrators to develop their own improvement programs; coordinating different phases of the instructional program and the efforts of local systems; providing direct service (personnel) to aid local districts; and leadership in research.³³ Beach lists five areas for state leadership which are covered by the above.³⁴

What has often been considered by departments of education as leadership in the past was often interpreted in practice by teachers and local boards as prescription. It is to this problem that many of today's writers address themselves. According to Bealmer the organization of the state office should be in terms of responses to such questions as:

What is the best way to help school districts? How can this be accomplished? Who should be involved in providing this help? How can the office be organized to encourage over-all divisional leadership? How can it be structured to allow for communications between people within a division, and among the various divisions or departments?³⁵

³²Thurston and Roe, op. cit., p. 87.

³³Byrne, op. cit., Canadian Education, pp. 58-60.

³⁴Beach, op. cit., pp. 4-6.

³⁵Bealmer, op. cit., p. 203.

McKean and Mills speak of the supervisor who seeks through personal effort and example to encourage teachers to strive for improved productivity and encourage leadership in others,³⁶ while Beach sees state leadership as the means of fostering improvement through the development of local initiative and experimentation.³⁷ Thurston and Roe seem to speak for most of the authors when they say:

Increasing realization of the potency of a true leadership role. . . led to an altered emphasis in the behavior of state educational personnel. They have become consulting, coordinating, guiding, and encouraging in their approach, rather than inspec-toral, enforcing, and punitive. Thus, in almost all states we now find such personnel working with local school groups in a consultative capacity, coordinating services of the state, making leadership speeches at professional gatherings, occasionally teaching college classes, and encouraging research that will help solve educational problems.³⁸

In Canada, Byrne sees the Canadian tradition of central leadership undergoing a gradual modification from a position deriving from status to one based on knowledge, ideas and professional competence.³⁹ Obviously, leadership requires well trained and competent personnel.

III. THE ROLE PLAYED BY CENTRAL OFFICE PERSONNEL

If all of the ideas that have been stated regarding the role of the central authority are to become functional, it becomes obvious that the whole program hinges on the quality of its personnel. Hallis L.

³⁶R. C. McKean and H. H. Mills, The Supervisor (Washington, D.C.: The Center for Applied Research in Education Inc., 1964), p. 8.

³⁷Beach, op. cit., p. 4.

³⁸Thurston and Roe, op. cit., p. 302.

³⁹Byrne, op. cit., Canadian Education, pp. 66-67.

Caswell and Associates give a very comprehensive list of duties which they feel should belong to central office staff:

1. The central office staff should provide leadership in a continuing analysis of curriculum problems and needs, and in the formulation of a comprehensive program to meet them.
2. The central office staff should foster a sense of group purpose among the instructional workers in a system.
3. The central office staff should provide for the co-ordination of the activities of various instructional workers so that a unified curriculum is developed.
4. The central office staff should provide resource specialists needed upon occasion but not continuously in the individual school.
5. The central office staff should stimulate creative leadership among the entire teaching force.⁴⁰

Byrne states that the provincially appointed superintendent should be free to evolve supervisory programs in accordance with local interest and needs. They should aid in developing locally conceived programs. To do this they must stimulate local teachers, spread ideas and good practices, develop local leadership, and establish study groups.⁴¹

Caswell says that the separation of curriculum specialists and supervisors (usually considered to be "method" specialists) is no longer sound. He says that the two jobs must be merged:

If supervisors are recognized as important curriculum workers, they should be a part of the staff of the administrative officer assigned responsibility for the curriculum. An arrangement whereby supervisors are under the direction of some other officer will almost certainly lead to conflicts and ineffective work. . . . What is required is that specialists on the central office curriculum staffs should function as teams working with individual school staffs in developing programs especially adapted to the conditions of the school.⁴²

⁴⁰H. L. Caswell and Associates, Curriculum Improvement in Public School Systems (New York: Bureau of Publications, Teachers' College, Columbia University, 1950), pp. 72-76.

⁴¹Byrne, op. cit., Canadian Education, p. 47.

⁴²Caswell and Associates, op. cit., p. 82.

Byrne would not agree to granting each school as much curriculum independence as Caswell but thinks that the superintendents should encourage local planning within the scope of the provincially designed program of studies. However, he thinks that this program of studies should involve many people in its formation. His views are obvious when one sees the large committee system which exists in Alberta for the purpose of curriculum-making.⁴³

In speaking of local school systems and their consultants, W. M. Savage concluded that:

Insofar as the quality of local education is improved through consultative service from outside sources, the level of local accomplishment is largely dependent upon the quality of the work done by the staff members of the state departments of education.⁴⁴

Most writers appear to believe that supervision and curriculum development should involve some cooperation between central office staff and teachers. Ole Sand says school faculties develop their own criteria for curriculum change.⁴⁵ The good supervisor, according to Van Tel, knows the ways of working with teachers to foster their professional growth in insights and to eventuate changes in the learning experiences of the young.⁴⁶ Babcock, commenting on the importance of in-service education for teachers said:

⁴³Byrne, op. cit., Canadian Education.

⁴⁴W. M. Savage, "Local School Systems and Their Consultants," Administrator's Notebook, IV (October, 1955).

⁴⁵Ole Sand, "Bases for Decisions," 1965 Yearbook, Association for Supervision and Curriculum Development, op. cit., p. 48.

⁴⁶Van Tel, op. cit., p. 26.

It is the curriculum specialists who must play major roles in a school district's in-service education program. Both the generalists and the specialists have important parts to play, each bringing his specialized skills and knowledge to bear on the upgrading of the professional competence of the local staff.⁴⁷

There have been some studies to show that central office staffs are adapting to their new role. A study done by the Midwest Administration Center of Chicago in 1952 did find a shift in emphasis of state department personnel with regard to their role in assisting local schools.⁴⁸ Few state department staff members saw their jobs in terms of law enforcement or inspection but placed emphasis on consultative assistance. They tended to work more with local administrators to develop local leadership.

Byrne established six criteria by which to evaluate provincial leadership in education. They are:

1. The province should establish through its administration a minimum or basic school program. (All schools required to reach a pre-defined standard.)
2. The central authority should grant freedom to and encourage the local school and community to plan and adjust school programs to meet local needs.
3. The central authority should increase leadership through over-all planning in public education.
4. The province should exercise leadership through a co-ordination of different phases of the instructional program and of the efforts of local school systems.
5. The province should provide direct services to local school systems in the development of instructional programs.
6. The provincial government should exercise leadership in the field of research.⁴⁹

⁴⁷Babcock, op. cit., p. 52.

⁴⁸Midwest Administration Center, Educational Consultants and Their Work in Mid-West State Departments of Education (Chicago: University of Chicago, 1952), pp. 4-5.

⁴⁹Byrne, op. cit., Alberta Journal of Educational Research, p. 180.

In applying these criteria to the Alberta school system, Byrne said that the Alberta Department of Education rated high in criteria numbers one, three, four and five. The Alberta Department has not yet found the most effective way to decentralize planning and has not established a bureau for research.

A study carried out by Savage among town and city superintendents and principals showed that administrators claimed that state departments of education could provide effective consultative service and continue to have regulatory functions.⁵⁰ Further, a majority of the administrators said that state department staff are combining or can combine inspectorial and consultative activities in one constructive approach as they have contact with local schools.

SUMMARY

Because the high school inspector is a direct agent of the provincial department of education the literature which best describes his role is that which describes the central authorities in education.

Early Canadian education was highly centralized with provincial departments of education controlling most of the important aspects of instruction, curriculum, and supervision. In Alberta supervision was viewed as a method of control over these areas and inspectors visited classrooms to ensure that the proper program and texts were being

⁵⁰Savage, op. cit.

followed. This was so until roughly 1920. Between 1920 and 1940 the emphasis of supervision shifted more to teacher improvement. After 1940 a shift began toward democratic supervision concerned with improving the total learning situation.

Current trends in the literature de-emphasize regulatory functions to the extent that central authorities regulate only minimum standards in education. The emphasis is now placed on a leadership role. Departments of education and their inspectors are expected to provide leadership in curriculum development, instruction, and in other areas of education. This is done through consulting, coordinating, and encouraging local educational authorities.

CHAPTER III

METHOD OF COLLECTION AND TREATMENT OF DATA

In order to carry out the primary purposes of this study, information was collected from two major sources: documents of the Alberta Department of Education, and the high school inspectors themselves including the Chief Superintendent. Because of the limited number of high school inspectors and the relatively rapid turnover of staff,, additional information was obtained from a number of ex-inspectors. One of these was on the faculty of the University of Alberta, the other held another senior position with the Department of Education.

The Questionnaire and Interview Schedule

The questionnaire and interview schedule was designed to gather information regarding the role of the high school inspectors as perceived by the inspectors themselves. Part I of the questionnaire was designed to obtain background information about the inspectors and the zone in which they work. Part II was an interview schedule designed to obtain information about the duties of the inspectors and their opinions about those duties. The headings for each of the four sections of Part II were taken from the four major sub-problem areas to be studied. That is, they related to the following: (1) The role of the high school inspector in providing leadership in instructional and curriculum improvement; (2) The legal status of the high school inspector; (3) Problems of time to perform adequately all duties; and (4) The inspectors' work in curriculum development.

A reason for using the interview method of obtaining information was the relatively small number (nine) of subjects. Many of the questions are open-ended which permitted a free response from the subject rather than one limited to stated alternatives.¹ The respondent was given the opportunity to answer in his own terms and in his own frame of reference. Also, the interview method provided a better indication of whether the respondent had any information about an issue, whether he had a clearly formulated opinion about it, and how strongly he felt about it.² It was necessary, however, to have all of the questions worded in the same way for all the respondents. Because of the importance of verbatim recording of responses, a tape-recorder was used.

Initial contact with the inspectors to arrange the interviews was done either by telephone or letter. Appointments were made during the work day of all the subjects except one; this interview was conducted during the evening in his home. Interviews lasted from one-half hour to an hour. The inspectors completed information on Part I of the questionnaire. The interview was conducted by asking the question on the interview schedule and then recording the responses. After the interview the tape was played back and the responses transcribed so that they could be collated by question for analysis.

¹C. Selltitz, M. Jahoda, M. Deutsch, and S. W. Cook, Research Methods in Social Relations (New York: Holt, Rinehart and Winston,

²Ibid., p. 260.

Data Collection

The historical development of the position of high school inspector was developed in a chronological framework under headings for each of the major developments and changes in the role.

Because this study is of a descriptive nature, no attempt was made to analyze statistically the data. Where possible, information is given in tabular form. For each question, the variation in responses was noted, and the reasons for variation, where they exist discussed, using the response presented by the respondents.

Information gathered from ex-inspectors was treated separately and identified. All data were collected in 1966.

CHAPTER IV

HISTORICAL BACKGROUND OF INSPECTION IN ALBERTA

The purpose of this chapter is to provide an historical background of school inspection in Alberta. The period covered extends from 1884 when Alberta was still a part of the Northwest Territories administered by the Federal Government to 1969. This presentation shows the changing legal framework within which schools have functioned and the changing attitudes towards school supervision as expressed by official government documents.

I. THE NORTHWEST TERRITORIES

When Alberta attained provincial status in 1905 it inherited an operating school system which was based primarily on Ordinance 29 of the Northwest Territories, 1901.¹ The School Ordinance of 1901 gave the newly-formed Department of Education for the Northwest Territories the right to make regulations regarding inspection.² Although this Ordinance did not list the duties of inspectors, precedent and duties listed in previous Ordinances had established the functions to be performed by the school inspectors.

Ordinance 5 of the Northwest Territories for 1884 gave the Board of Education the right to appoint inspectors. The duties of

¹Statutes of Canada 1905, 4-5 Edward VII (Chapter 3), The Alberta Act, Sect. 17.

²Ordinance of the N.W.T. 1901 (Chapt. 29), Sect. 6(1)(a).

inspectors were as follows:

1. Visit from time to time the schools under their charge and examine the pupils in the different classes as to the proficiency in their studies;
2. At the desire of the trustees of any district examine the teacher employed or proposed to be employed by such trustees as to his proficiency in the studies he is expected to teach and as to his methods of teaching;
3. Examine any candidate for the position of teacher who may apply to him for such examination and grant him such certificate of proficiency and method as he may think just;
4. Report from time to time to the Lieutenant-Governor as to the efficiency, methods, and usefulness of the schools under his charge as he may deem advisable, and also when deemed advisable to the trustees of the different districts.³

For carrying out the list of duties for the Board of Education inspectors were not entitled to any remuneration for their services.⁴ At this time, the Board of Education for the Northwest Territories was divided into two sections, one Protestant, the other Roman Catholic, each being responsible for the appointment of its own inspectors.

A very extensive revision of the School Ordinance of 1884 took place the following year. School inspectors were now paid for their work. Their duties, which were highly prescriptive and regulatory, were stated in great detail in Section 90 of the School Ordinance of 1885.

It shall be the duty of the Inspector to--

- (1) Visit at least once in each term the schools under his charge and examine the pupils in the different classes as to proficiency in their studies.
- (2) At the desire of the Trustees of any school, examine a Teacher possessing no certificate, and employed or proposed to be employed by such Trustees as to his proficiency in the subjects he is expected to teach, and as to his methods of teaching.

³Ordinance of the N.W.T. 1884, Sect. 90.

⁴Ibid., Section 89.

(3) Report from time to time to the Board of Education as to the efficiency, methods and usefulness of the schools under his charge, and also, when deemed advisable, to the Trustees of the different schools.

(4) To inspect another school district at the pleasure of the Board of Education.

(5) To observe that no books are used in any school but those selected from the list of books recommended by the Board of Education.

(6) To assist at the Examination of Teachers if requested by the Board of Education.

(7) To make a full report of his inspection of every school to the Board of Education not later than the month of September in each year, and to particularize in each report, name of school, name of teacher, his certificate, the grant he is entitled to, number of school children on the register, number present on day of inspection, remarks on proficiency of pupils, special remarks, if any, state of school buildings and premises, state of school apparatus, general tone of school.

(8) Keep a diary of his inspection tour and expenses.

(9) Inspect and endorse, if practicable, all reports which are sent through him to the Board of Education.

(10) Grant provisional certificates to competent applicants recommended by trustees of schools and require such applications to be in the applicants own hand-writing.

(11) Upon a visit to a school to inspect the school register, and to write his name and date of his visit upon the line immediately after the last name on the role.

(12) To observe if the school register is systematically kept.

(13) To inspect the school buildings and premises, and to suggest to the Trustees any alterations he may deem necessary for the comfort, accommodation and health of the scholars.

(14) To inspect the school time table, and to endorse his approval upon it if satisfactory.

(15) To make the time table the basis of his examination of the classes.

(16) To inspect the visitor's book, and to write therein a general report of the condition in which he found the school and its teacher.

(17) If the teacher holds a provisional certificate, to endorse it in his favor or otherwise.⁵

The above list of duties remained the basis of the inspector's job for many years. Future school ordinances amended only slightly the basic

⁵Ordinance of Northwest Territories 1885, Section 90.

framework established in 1885. In 1892 inspectors were instructed to inspect minutes and other books of school secretaries and to inspect the account books of treasurers.⁶ Succeeding ordinances of the Northwest Territories did not contain a list of duties of inspectors. The Ordinance of 1901⁷ which formed the Department of Education, gave the Department the right to make regulations for inspection but did not list these regulations.

The philosophy underlying inspection at this time was not completely to maintain rigid control of the schools. The following report of W. G. Haultain, Superintendent of Education for the Northwest Territories in 1896 sums up the official view of inspection.⁸

That an inspector is necessary aid in city schools where the circumstances are favourable to good teaching is admitted by everybody. Good buildings, suitable apparatus, trained and experienced teachers may be found in every large city, but everywhere in these large centres an inspector is found directing, inspiring and unifying the work. How much more valuable and necessary must inspectors be in rural districts where so many of the teachers are untrained, partially trained, or inexperienced! These need the guidance, counsel and help of experts in teaching. Through these inspectors the good features of the best schools are widely diffused. They foster what is good, improve what is poor. How else are defects in teaching and management to be remedied? Normal School training does not render inspection unnecessary.

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Thorough inspection insures the State's receiving good value for its expenditures on behalf of education. Schools are as good as their inspection is intelligent and thorough, and poor as that inspection is aimless and accidental.

⁶Ordinance of the Northwest Territories 22, 1892, Sect. 91 (11) (12).

⁷Ordinance of the Northwest Territories, Chapter 29, Sect. 6 (1) (a).

Each school is inspected twice a year if possible, and a written report sent to the Council and to the trustees. These reports are of much service to the local authorities, as they contain the opinions of an expert on the condition of their schools. Buildings grounds, apparatus, teaching, government and general progress are described and hints given as to ways of securing desirable improvements.⁸

As Alberta approached provincial status in 1905, a relatively mature system of education was in practice. Although there were only three inspectors for the entire area in 1905, the practise of inspection was well established, and recognized as an important aspect of the educational system.

II. 1905--PROVINCIAL STATUS

Alberta achieved provincial status in 1905. The Alberta Act passed by the Canadian Parliament gave Alberta the rights and privileges in education as they had been stated in the Northwest Territories Ordinance of 1901.⁹ The department of education adopted many of the regulations and administrative precedents established by the Territorial Department of Education and hence avoided any serious interruption in services. The number of schools was constantly increasing and the Department found it necessary to increase the inspectorial staff from three to six in 1906, and to seven early in 1907.¹⁰

⁸Report of the Council of Public Instruction of the Northwest Territories, 1896, pp. 18-19.

⁹Statutes of Canada 1905, 4-5 Edward VII, Chap. 3, Sect. 17.

¹⁰Annual Report, Department of Education, 1906, p. 12.

The Regulations of the Department of Education gave the inspectors a great deal of authority. If it were necessary for the purposes of his inspection, he could extend school hours and keep schools open on Saturdays. In fact, Section 31 gave the inspector supreme authority in the school on the occasion of an official visit. On the basis of his inspection he could recommend teachers for certificates. Further, he was a member of the management committee for teachers' conventions and was to be consulted with respect to arrangements for the conventions.¹¹ Inspectors also prepared departmental examinations and approved teacher timetables. Teachers could modify the programme of studies to meet the needs of special schools, but only with the permission of an inspector.¹²

One of the very important duties of inspectors was to assist local school boards, especially in rural areas. The report of the Chief Inspector of Schools in 1914 stated that inspectors in new areas were asked to advise trustees regarding the most modern ideas in lighting, ventilation, and equipment of a school.¹³ If the trustees in a given area encountered too much difficulty in managing their school, an inspector was appointed as official trustee "until he had placed the affairs in a satisfactory condition and the finances on a sound basis."¹⁴ However, it would appear that local boards were

¹¹Ibid.

¹²Ibid., Appendix C.

¹³Annual Report, Department of Education, 1913, p. 25.

¹⁴Ibid.

allowed a fair amount of independence as illustrated by the following statement by Robert Fletcher, the Supervisor of Foreign Schools in 1913:

I do not interfere in the management of any district having its own local trustees unless they deliberately refuse to conform with the requirements of the School Ordinance and the regulations of the department, or allow the district to become embarrassed financially, or hopelessly entangled through internal dissensions.¹⁵

Among the other duties of inspectors besides inspecting and assisting teachers and trustees were such things as acting as provincial truancy officers, settling disputes in districts, assisting in the collection of debenture coupons, and presiding over the marking of departmental examinations.¹⁶

In July and August, some inspectors taught summer courses at normal schools while others took special courses provided by the Department of Education in such areas as agriculture, school gardening, nature study, manual training, art, and physical culture.¹⁷

The First High School Inspector

Perhaps the most outstanding feature to mark the Alberta educational system in its early years was its extremely rapid growth. Alberta inherited a school system comprising 560 school districts containing 24,254 students; three inspectors were employed to supervise

¹⁵Ibid., p. 46.

¹⁶Annual Report, Department of Education, 1914, p. 27.

¹⁷Ibid., p. 33.

the entire area.¹⁸ By 1919 the school system had grown to include 3,046 school districts containing 121,567 students.¹⁹ There were now thirty-five inspectors and for the first time, one was assigned exclusively to inspecting high schools. The major reason for appointing a high school inspector was that Departmental examinations were removed from the higher grades until Grade XI and promotions were made by the teaching staff and the high school inspector who made "a thorough inspection of the teaching and the work done in each subject by the pupil."²⁰ In 1919 the Deputy Minister of Education stated that:

In order that this system of promotion may prove effective, a more frequent and intensive inspection of the work of pupils and teachers in these schools will require to be made, and a staff of high school inspectors is being appointed who will stimulate and assist the teachers who are in charge of secondary education in the province.²¹

The report of the Chief Inspector of Schools in 1919 gives another reason for appointing High School Inspectors:

Because there was a staff of High School Inspectors, the general body of inspectors was left in charge solely of the elementary schools but still including those graded schools in which fewer than two teachers were engaged exclusively in instructing grades above the eighth.²²

¹⁸Annual Report, 1906, op. cit.

¹⁹Annual Report, Department of Education, 1919.

²⁰Ibid., p. 13.

²¹Ibid., p. 14.

²²Ibid., p. 48.

Qualifications of Inspectors

The qualifications of school inspectors were outlined in the Annual Report of 1919.²³ Inspectors were expected to be university graduates with some courses in professional training. All were to have successful and extended teaching experience as well as personal qualities which would suit them for public service. Many of the inspectors came from principalships in small centres for such experience made them familiar with rural and elementary school problems.

All appointments were provisional for two years. The first high school inspector, Mr. J. A. Smith, was appointed from the general body of inspectors, presumably having met the above list of qualifications plus having been an inspector as well. This latter point of appointing high school inspectors from the ranks of inspectors set a precedent which is still followed today.

Another qualification which became a necessity for appointment to high school inspector was recognized academic competence in one or more of the school subjects. The Annual Report of 1935 makes note of this point. The two high school inspectors at the time were D. M. Sullivan whose subject specialties were English, History, and Languages, and Mr. H.E. Balfour whose specialties were Mathematics, Science and Physical Training. The report of the Chief Superintendent notes that these men were promoted from the ranks of inspectors and that the two

²³Ibid., p. 47.

of them covered the six major subject areas. He further noted that:

In addition to their special qualifications along particular lines, each of the two inspectors has effective command of the remaining high school subjects and is thus capable of giving intelligent direction to the whole field of the secondary teacher's efforts.²⁴

Increases in High School Inspectoral Staff

By 1920 there were two high school inspectors in Alberta. Mr. G. A. McKeen, B.A., was designed as second inspector to work with Mr. Smith.

Despite regular statements by the Department of Education regarding the importance of state inspection of schools, economic conditions caused by a general depression forced the reduction of the Alberta high school inspectoral staff to one in 1923.²⁵ In order to carry out his duties, the remaining inspector found it necessary to have two regular inspectors aid him in inspecting the Edmonton and Calgary school systems in 1924. These men had different subject specialties.²⁶ This policy was continued until 1927 when a second high school inspector was again appointed. The province was divided into two high school inspectoral areas with Red Deer being the dividing point for north and south zones.²⁷

The Annual Reports of the Department of Education following

²⁴Annual Report, Department of Education, 1935, p. 38.

²⁵Annual Report, Department of Education, 1924, p. 22.

²⁶Annual Report, Department of Education, 1925.

²⁷Annual Report, Department of Education, 1927.

1927 consistently state the difficulty encountered by high school inspectors in covering their inspectoral areas. The reports also state the requests of school trustees for increased inspection of rural schools. Many rural school trustees wanted twice yearly inspections, primarily because teaching staff changes were annual and even semi-annual. By 1930, high school inspectors concentrated on areas where they were most needed. In 1931 it became policy to inspect large cities biennially rather than annually. The rapid increase in the number of high school classes changed this policy so that urban high schools were inspected every three years starting in 1934. This is still accepted policy.

In 1934, a Legislative Committee was established to investigate rural education in the province. The Alberta School Trustees' Association asked for more supervision of rural schools although the Alberta Teachers' Alliance asked for larger administrative units with their own supervisors who would be more like principals than inspectors.²⁸ The Legislative Committee ultimately recommended more supervision of rural schools stating as its reason for doing so the number of inexperienced teachers who had to work alone with new, complicated and difficult courses of study.²⁹

²⁸Report of the Legislative Committee of Rural Education, April 12, 1935, W. A. McLean, King's Printer, p. 39.

²⁹Ibid., p. 12.

No increase in the high school inspectoral staff occurred in 1935 although high school inspectors were now placed under the authority of the Supervisor of Schools instead of the Deputy Minister of Education.³⁰

In 1938 a third inspector was appointed. Dr. A. B. Currie was posted to Red Deer and was given special responsibility for the organization and supervision of commercial classes.³¹ The province was now divided into three zones--North, Central, and South. The high school inspectors received some assistance in inspecting special subject areas for supervisors appointed to oversee Home Economics and General Shop. However, by 1945, when the position of Chief Superintendent of Schools was established, there were still only three high school inspectors and two special supervisors.³²

Gradually the high school inspection staff was increased. One was added in 1946, another in 1950, bringing the total to five. Three were located in Edmonton, one in Calgary, and one in Lethbridge.³³ These five inspectors often had duties beyond high school inspection. As an example, in 1954, three were full-time inspectors, one had duties with the curriculum branch, and one was also a superintendent of a

³⁰Annual Report, Department of Education, 1935, p. 37.

³¹Annual Report, Department of Education, 1938, p. 45.

³²Annual Report, Department of Education, 1945.

³³Annual Report, Department of Education, 1952.

division.³⁴

Since 1957 there has been a steady increase in the number of inspectors with increases being made in 1957, 1958, 1962, and 1964 when there were a total of ten, one of whom was on a half-time basis.

When Alberta became a province in 1905 it inherited a highly centralized school system based on Ordinances of the Northwest Territories. The function of inspectors was highly prescriptive and regulatory. No provision was made for high school inspectors per se until 1919 when the first two high school inspectors were appointed. Since that time the staff has increased to ten.

High school inspectors had a background of successful teaching and administrative experience. They were also appointed according to subject specialties.

³⁴Annual Report, Department of Education, 1959, p. 5.

CHAPTER V

THE PROFESSIONAL BACKGROUND AND QUALIFICATIONS OF HIGH SCHOOL INSPECTORS

The purpose of this chapter is to describe the professional and academic background of the high school inspectors. The information was obtained from the questionnaires answered by the inspectors. Also contained in this chapter is a description of inspectorial zones in the province, the number of high school teachers in each zone, and the number of teacher visitations made annually by each inspector.

I. TEACHING AND ADMINISTRATIVE BACKGROUND

Teaching Background

All of the respondents were experienced teachers before they were appointed to positions with the Department of Education. The total years of all teaching experience is presented in Table I. The range is from four to nineteen years, the average being 8 years. All but one of the high school inspectors had experience teaching in elementary and/or junior high schools as well as in the senior high. The range is from zero to twelve years, the average being 5 years. It is evident, therefore, that all of the inspectors were experienced teachers, most of them were familiar with several grade levels other than high school.

TABLE I

YEARS OF PROFESSIONAL EXPERIENCE OF
HIGH SCHOOL INSPECTORS

Inspector	Teach- ing	Principal- ship	Elementary and/or Jr. High	Urban Schools	Superin- tendents	High School Inspector
1	10	0	4	6	0	3
2	6	6	12	0	4	1
3	19	3	10	9	6	5
4	4	10	3	11	11	2
5	10	5	5	0	5	2
6	4	18	4	0	13	5
7	7	7	0	0	2	2
8	5	5	4	0	14	11
Average ¹	8	6	5		8	4
Other						
1	1	12	1	4	4	5
2	7	0	3	5	3	4

¹Averages have been rounded off to the nearest whole number.

Administrative Background

The general route to become a high school inspector is through the provincial superintendency. Superintendents are generally selected from candidates who have been considered by other superintendents and high school inspectors as having been successful teachers and/or administrators. All but one of the respondents had been both principals and superintendents, the exception being the inspector in charge

of vocational education who was appointed because of his particular qualifications in his subject specialty.

Table I also presents the number of years inspectors served as principals. The range is from zero to eighteen years, the average being six years. The number of years experience inspectors had as superintendents is also presented, the range being from zero to fourteen years, the average being 8 years.

Almost all of the experience - both teaching and administrative, of the high school inspectors was in rural school districts. Only three of the respondents had taught or been principals in urban schools.

In recent years there has been a fairly rapid turnover in the high school inspection staff because of changes in structure, promotion, and opportunities in other school systems, or the university. This is reflected in the table showing the length in office of high school inspectors. The range is from one to eleven years, the average being 4 years; with only three of the eight respondents having five or more years experience.

II. ACADEMIC QUALIFICATIONS

University Degrees

The academic qualifications of high school inspectors are presented in Table II. One has a Ph.D. degree, five have M.Ed. degrees, one an M.A. degree, and one a Graduate Diploma in School Administration. All have at least one undergraduate degree and four have

TABLE II

ACADEMIC QUALIFICATIONS OF HIGH SCHOOL INSPECTORS

Inspector	B.A.	B. Sc.	B. Ed.	Diploma In Admin- istration	M.Ed.	M. A.	Ph. D
1			X		X		
2			X		X		
3			X	X			
4	X		X		X		
5			X				X
6	X		X		X		
7		X	X		X		
8		X				X	
Others							
1	X		X			X	X
2			X		X		

two undergraduate degrees. The tendency is for high school inspectors to continue with graduate studies; generally one or two take sabbatical leaves each year. In most cases these people are working on Doctorates in Educational Administration.

Preparation in Academic Specialty

The practice which began in 1919 of appointing high school inspectors who were specialists in particular academic areas is still in use. As shown in Table III all the major subjects in the high school curriculum are covered by the high school inspectors. Some of the inspectors have more than one subject specialty. The number of background courses varied from a low of four to a high of twenty.

In addition to being subject specialists, all of the inspectors had taken courses in school administration. The range was from three to twelve, the average being 6. All but one of the inspectors had taken courses in curriculum development, the range being from zero to four, the average being 2. The above information is also included in Table III.

Professional Organizations

Professional organizations and associations are a means of inservice education for any group. In these organizations ideas are exchanged and new information obtained. All of the high school inspectors are participating or at least nominal members in a minimum of two such organizations, one being a member of seven. The average is 4.

TABLE III

NUMBER OF COURSES IN SUBJECT SPECIALTY AND RELATED FIELDS

Area of Specialization	Number of Courses in Speciality	Courses in Adminis- tration	Courses in Curriculum Development
1. Industrial Arts and Vocational Education	18	4	3
2. Mathematics	4	8	1
3. Business Education	8	5	2
4. French and English	8 and 6	5	1
5. Social Studies and English	20	12	1
6. History	9	5	4
7. Science and Mathematics	13 and 4	4	0
8. Mathematics, Science Economics	5 - 6 - 3	3	2
Average ¹		6	2
Others			
1. Mathematics	5	12	4
2. English - History	6 - 5	1	0

¹Averages have been rounded-off to the nearest whole number.

As is presented in Table IV, all inspectors belong to the Alberta School Inspectors Association (ASIA), all but one to the Canadian Association of Secondary School Inspectors (CASSI), and six belong to specialist councils in particular subject areas. In this field they are often asked to speak to teacher groups regarding curriculum changes and innovations.

TABLE IV

MEMBERSHIP OF INSPECTORS IN PROFESSIONAL ORGANIZATIONS

Inspector	Professional Organization
1	ASIA, CASSI, Industrial Arts and Vocational Education Council, Canadian Vocational Association
2	ASIA, CASSI, P.D.K.
3	ASIA, Business Education Council
4	ASIA, ATA (associate), CASSI
5	ASIA, CASSI, CEAI, Professional Institute of Civil Service, NCSS, CASS
6	ASIA, CASSI, AERA, AASA, ASCO, AASS, CASS
7	ASIA, CASSI, ATA
8	ASIA, CASSI, CEA, ATA, MCATA, Educational Progress Club of Calgary

III. INSPECTORAL ZONES IN ALBERTA

The province of Alberta is divided into six geographic zones for high school inspection. The Department of Education defines a zone as:

"a group of school jurisdictions including divisions, counties, and urban districts which make up a high school' inspectorate."¹

These zones are geographically very large although the number of high schools contained in each is relatively small. There are varying numbers of schools in each zone, southern zones generally containing more schools than northern. To cover their zones, inspectors travelled a total of 117,250 miles - an average of 15,129 miles per inspector in 1965.² Figure I shows the six zones in Alberta.

Table V shows the number of schools in the various zones held by the inspectors, the number of teachers in each zone, and the average number of teacher visitations made by inspectors.

The number of schools ranges from 24 to 70, the average being 45. The inspector in charge of vocational education does not have a zone but is responsible for all vocational schools in the province. The inspector who has the smallest zone numerically is in charge of all business education in the province.

It would appear that the zones containing the large urban areas

¹Annual Report of the Department of Education of Alberta, 1965, p. 10.

²Ibid., p. 30.

NORTHLAND SCHOOL DIVISION NO. 62

NAME OF DISTRICT	NUMBER
1. PORT FITZGERALD	4561
2. SWEETGRASS	5110
3. PORT CHIPPEWYAN	4924
4. PORT MCMURRAY	2833
5. ANZAC	4779
6. JANVIER	5134
7. COMALIN	4835
8. DEVENISH	5181
9. ELIZABETH	4885
10. FISHING LAKE	4850
11. ACOBE	4525
12. CALLING LAKE	4124
13. PELICAN MOUNTAIN	5088
14. DESKRAIS	5112
15. WAPASCA	5113
16. TROUT LAKE	5111
17. CHIPPEWYAN LAKES	5128
18. LOON LAKE	5099
19. LITTLE BUFFALO	5094
20. UTTIKUMA	4924
21. ATIKAMEG	5115
22. GROUND	3702
23. SUGGON CREEK	5121
24. SOLAR ECLIPSE	5119
25. ELK	5140
26. SOUTH WAPITI	4603
27. SILVER POINT	4711
28. SALT PRAIRIE	4689
29. PORT MACKEY	5127
30. PHILOMENA	4821
31. MERIEL LAKE	5125
32. CHRISTINA RIVER	5175
33. CHARD	5175
34. KETTLE RIVER	5164
35. QUIGLEY	5165
36. KINGSIS	5166
37. NORTH WAPASCA	5170

NORTHLAND SCHOOL DIVISION (CONT'D)

38. WILLOW RIVER	5171
39. PRAIRIE LAKE	5163
40. MUDITA	5172
41. PAKWAM	5173
42. MARTIN RIVER	5162
43. CADOTTE LAKE	5174
44. OREGON VALLEY	5169
45. MEMO	5167
46. STIMMS	5168
47. WEAU LAKE	5182
48. BENAN LAKE	5183
49. MOOSE PASTURE	5184
50. IMPERIAL MILLS	4954
51. GIFT LAKE	5180
52. CHISHOLM	4632
53. QUATRE FOURCHES	5000
54. FERRARAS	5199
55. OLD FORT POINT	5202
56. MUSKOG RIVER	5092
57. SHAW POINT	5193
58. AIRPORT	5194
59. BENT CREEK	5079
60. HAYLER HILLS	5071
61. CARCAJOU	4669
62. BLACKHORN CREEK	5102
63. KEE RIVER	4784
64. PADDLE PRAIRIE	4893
65. MEANDER RIVER	4999
66. STEEN RIVER	5175
67. ANTONDERS	4586

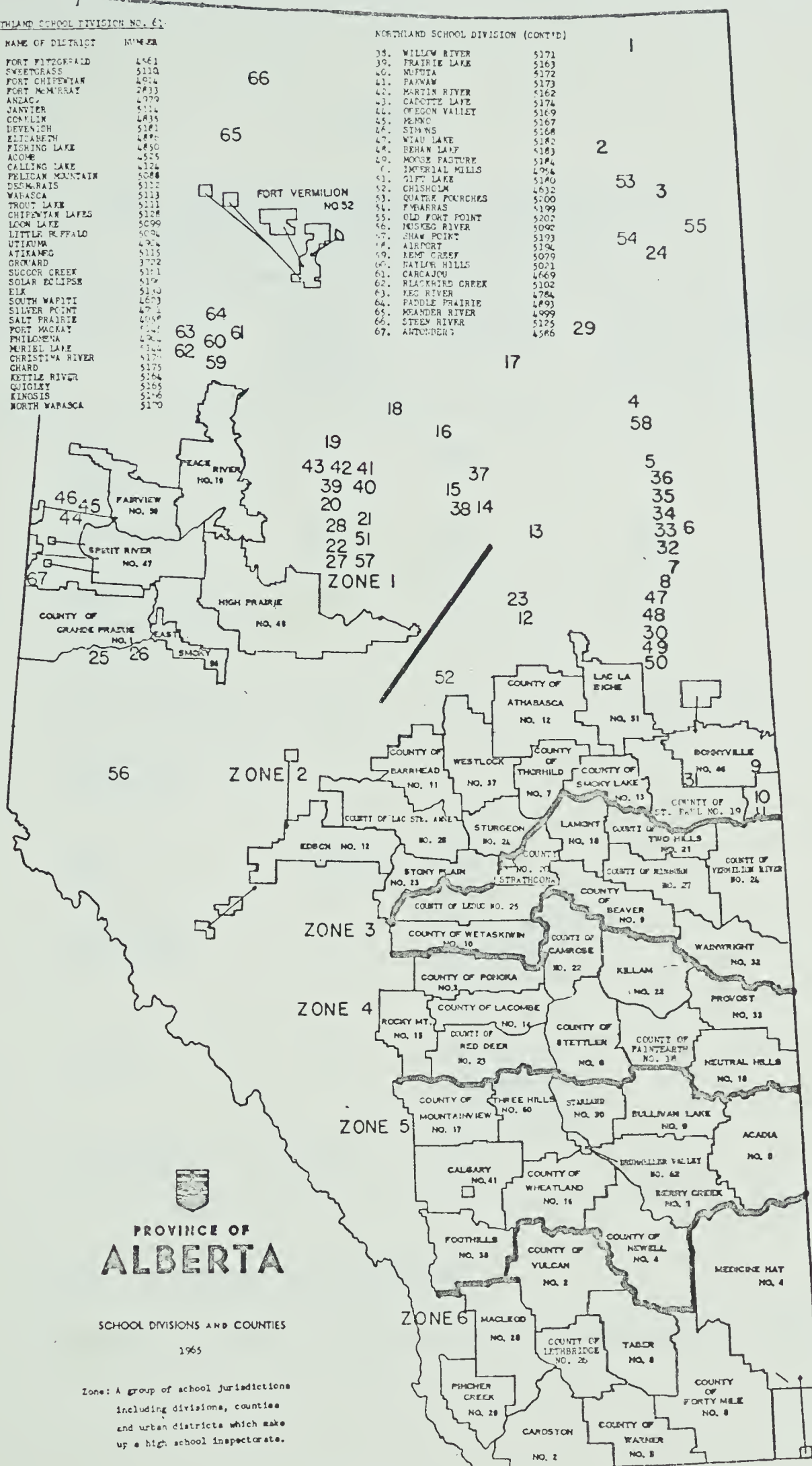


FIGURE I

School Zones, Counties, Divisions, and Districts in Alberta.

TABLE V

SIZE, NUMBER OF SCHOOLS AND TEACHERS, AND
NUMBER OF VISITATIONS IN EACH ZONE

Inspector	Size of Zone	Number of High Schools	Number of Teachers	Average Number of Teacher Visitations Per Year
1	Whole Province	32	118	65
2	Lethbridge	48	300	150
3	Zone #2 (N.E. and all Bus.Ed. for province	24	150	150
4	South Edmonton	45	287	180 - 200
5	Lethbridge and Calgary ¹			230
6	N.W. Ed. Zone	37 + 9 Edmonton	265 + 550	225
7	140 miles x 220 miles	47	283 + (Medicine Hat and Lethbridge 219)	130
8	Calgary	70	Rural 327 Calgary 646 Private 59	140 - 180
	Average ²	45	247	163

¹Aids in Calgary and Lethbridge

²Averages have been rounded-off to the nearest whole number.

have an inordinate number of teachers compared with the other zones. However, urban areas usually are only inspected every three years by a team composed of all the high school inspectors.

The above fact changes the apparent meaning of the number of teachers in each inspectorate as shown in Table V. If one excludes the city teachers, the range is from 118 to 327, the average being 247.

The number of teacher visitations made by high school inspectors varied greatly - from 65 to 230, the average being 163. The range reflects various factors which will be discussed later which restrict the visitation time available to the individual inspectors.

CHAPTER VI

THE PRESENT ROLE OF THE HIGH SCHOOL INSPECTOR

The initial and prime function of the first high school inspectors was supervision of instruction. This meant that the inspectors were to carry out the traditional role of inspecting and reporting on the work of secondary teachers. Although the inspectors are still actively involved in supervision of instruction they have also become involved in other aspects of education including curriculum development and as functionaries of the Department of Education in many activities within inspectoral zones.

The purpose of this chapter is to describe how the inspectors perceive their role in the various capacities in which they serve.

I. SUPERVISION OF INSTRUCTION

High school inspectors are responsible for the supervision of all high school teachers within their zones. This section describes how the inspectors carry out this function.

Reasons for Inspectoral Visitation

Because of time considerations and other duties, it is impossible for high school inspectors to visit all teachers each year. They were asked therefore, what prompted or initiated an official visit by them to a given school or to a given teacher.

Teachers were visited for several reasons, the only compulsory

one being for permanent certification. In Alberta, all teachers must teach two years and have a favourable report from an inspector or superintendent before they can obtain a permanent certificate. All the inspectors therefore visited beginning teachers. Some of the inspectors mentioned that during these visitations to a school, if time was available, they would attempt to pay short visits to other teachers as well.

Another reason for visiting teachers which was mentioned by all the respondents was a request by the superintendent, the school board, or by the principal of a school. This request usually indicated that these administrators had some doubts about the ability of certain teachers and wanted an outside opinion. Five of the inspectors mentioned that on occasion they would receive a request by a teacher for an inspection.

Reasons for visiting specific schools rather than specific teachers in those schools were also constant within the high school inspector group. Boards frequently request a team evaluation of a given school or school system and all the inspectors participated in this function. The major city schools usually receive this service every three years.

Other reasons for visiting schools that were mentioned by some of the inspectors included invitations to view specific projects such as team teaching, to give aid in organizing the program at the beginning of the year, and to assist those schools which had special problems.

Inspectors View of Role

Inspectors were asked if they saw their duties regarding teachers primarily one of inspecting and reporting, or one of assisting; the responses varied. Two of the respondents said their role was one of inspecting and reporting. Both of these men thought that the time factor was against their giving real assistance to teachers although both tried to spend time with teachers after an inspection. One of these inspectors said that the teachers visited either needed a report for certification or were in some kind of trouble already. An interviewee who is no longer with the inspectoral staff thought that as far as the teachers were concerned the role of the high school inspector was primarily inspection and this could in fact limit the amount of help or assistance that could be given by an inspector.

Two inspectors viewed their role primarily as one of assisting teachers. One said that he always tried to notify teachers in advance of his visit and that after the visit would interview the teacher during which time they would discuss problems and various things related to method and course content. The other respondent stated that even if the purpose of the visit was to make a report this could be done in such a way as to be of assistance to the teacher.

The remaining respondents said that their role was a dual one of assisting and inspecting. This view was shared by the Chief Superintendent who thought that a teacher visitation only has full value if assistance comes after inspection. One of the senior members of the staff said that the role was becoming less inspection oriented with

formal reports being limited to interim teachers or as otherwise requested by the teacher or administrators. Another inspector recognized the inspecting and reporting aspect of the job but said he was there to give assistance. He claimed the "old" image of the inspector was dying and that this was a good thing.

Effect of Title on Role

Inspectors were asked if they thought that their title, namely High School Inspector, interfered or impeded their efforts in helping teachers. Four of the respondents said a definite "no" to this question. These people stated that most teachers understood the role of the inspector and were free to ask for assistance. Others claimed that the attitude of the inspector set the expectations of the teachers. This opinion was also expressed by the Chief Superintendent who said that teachers normally expect to get help and advice from the high school inspectors. One inspector actually maintained that teachers were more free with the high school inspector than with locally employed supervisory personnel because they were not identified with the employing body.

The remainder of the respondents stated that the title did interfere in varying degrees with their efforts to assist teachers. One said that any "outsider" is usually viewed with some trepidation by the teacher, although he did think this was less so now than in past years and that the inspectoral title was becoming less of a barrier to frank confrontation. Another stated definitely that teachers took a defensive position with inspectors and did not look for assistance from them. This view was supported by an ex-inspector who said that some teachers

were afraid they might reveal inadequacies by asking too many questions. He reported that in fact, some teachers became belligerent regarding their position and attempted to put the inspector "on the spot" in front of a class or in a staff meeting. One of the inspectors said he first had to put the teacher at ease, especially new teachers. He does not like the title "inspector" and would prefer the title of "supervisor."

Criteria for Judging Teacher Performance

Assessing teaching ability is a difficult and controversial subject. In carrying out this task, high school inspectors have no form or procedure established by the Department of Education. Although there were various points of view mentioned by the respondents, there was an appreciable amount of agreement as to what constitutes good teaching among them. It was mentioned by several inspectors that often the qualities were intangible and difficult to assess. None of the respondents settled on one or two factors but instead tried to form an overall opinion based on many factors without necessarily trying to place or rank these factors in importance.

The criteria for judging a teacher's ability used by high school inspectors can be generally grouped in three categories. The first of these categories concerns personal qualities of the teacher. Included here are such qualities as knowledge of subject matter, ability to communicate that knowledge, use of language, voice and general appearance. The qualities were mentioned by most of the respondents.

A second category could be generally labelled as procedural. The two most important factors mentioned here by the majority of inspectors were class rapport and student motivation. It was generally held that the teacher - pupil relationship must be good if learning is to take place effectively. Other factors mentioned in this category included things like teaching technique, use of teaching aids, amount of class discussion, testing devices, evidence of planning and preparation, and discipline. Discipline, as a specific factor, was mentioned by only three of the respondents, although it was inferred in discussions of such factors as class rapport and teacher - pupil relationships.

The third category is best classified as miscellaneous and contains many factors related to teaching. Included here were mentioned such things as teacher records, student notebooks, student evaluation, displays in classrooms, course coverage and student achievement.

In all of the three categories there was a difference in emphasis among the high school inspectors. One specifically looked for different qualities depending on the level of the class. A non-matriculation course for non-academic students was expected to receive a different emphasis by the teacher than a matriculation course. This point was backed by another inspector who said that in the final analysis, the most important factor is pupil growth and that this is a relative factor. Another inspector said that he based his assessment using many of the above criteria, on the experience and training of the teacher.

Other Information for Assessing Teachers

Inspectors were asked if they used information other than that obtained from actual classroom observation in assessing teachers.

Five of the respondents gave a definite positive response to this question, although the information used varied. Four of these talked with local administrators such as the superintendent, principal and department head (where these exist). One specifically mentioned that his formal assessment was not influenced unless the remarks were of a commendatory nature. Another used outside opinions to assess his own perception of the teacher. Generally, however, the respondents tried not to place too much emphasis on outside information, especially if it was of a derogatory nature. One inspector said that he was mainly concerned with a teacher's performance in the classroom and not with his personal life.

The remaining inspectors used discussions with the teacher to gain information regarding the teacher's background, outlook, insights, interests and problems. One mentioned the use of group meetings to see how the teacher reacts and contributes to the total climate of the school.

Number of Visits to Assess Teachers

Inspectors were asked how many visits or periods of observation they thought were necessary before they could make a valid assessment of a teacher. The responses varied from two to four periods, the mode being three.

The general answer was that when possible, they liked to spend

at least two periods observing the teacher and then spend at least one period of discussion with the teacher. All of the inspectors emphasized the importance of the discussion period following observation. Five of the inspectors mentioned the value of spacing visits but also noted that the time factor usually made this difficult. It was also mentioned by several inspectors that with very good, or very bad teachers, one period of visitation was sufficient to assess the quality of teaching. However, with the weak teachers, they also mentioned that one period wasn't sufficient to analyze the weakness.

Action Open to Inspectors re Weak Teachers

In the Province of Alberta, teachers are employed by local school boards who also have the power to terminate teacher contracts. Officials of the Department of Education cannot, therefore, take direct action if they feel a teacher is doing an inadequate job of teaching or is not teaching the provincially prescribed course of studies; however, it is often the high school inspector who discovers these facts. The official channel open to them in all cases is that they may write a formal report on the situation which is sent to the employing school board and to the teacher. One inspector said that he knew in a very few cases that termination of teacher's services had been connected with his reports but not directly or immediately.

All the inspectors interviewed felt that informing the school board was a final and most drastic action. They all preferred first of all to discuss the situation candidly with the teacher and perhaps the principal and/or superintendent hoping that improvement could and would

take place. This of course required a follow-up visit. Two of the inspectors reported that in extreme cases of incompetence they often suggested to the teacher that he seek a new line of employment.

Attitudes of inspectors towards teachers not teaching prescribed courses varied. Most were not worried too much about some deviation from prescribed curricula in other than grade twelve examination courses provided that the teachers were doing a good job meeting the needs of the pupils. The one notable exception here was in the field of vocational education where the courses were designed specifically to tie in with those of the Provincial Technical Institutes and where deviation from prescribed courses would in fact be injurious to students. The inspector involved in this field said he tried to convince teachers that the design of the course is intentional and has specific goals. Other inspectors reported that if teachers were purposely not teaching prescribed courses in matriculation subjects that they reported the fact to the principal and the superintendent.

General Terms of Reference for Inspection

As has been mentioned previously, high school inspectors are appointed partially because they are specialists in certain subject areas. However, all inspectors, except the one in charge of vocational education, are expected to inspect teachers in all subject areas. Under these circumstances all the inspectors reported that when possible, or at least when a teacher's ability was in doubt, they tried to bring in another inspector of the teacher's subject area. However, this was not always possible.

The interviewed inspectors unanimously reported that the same general principles apply to all good teaching, in any subject. They included in their lists of qualities such things as pupil-teacher relationships, quality of preparation, techniques of teaching, pupil responses, notebooks, balance of time used by teachers and pupils, and work coverage. This point of view was supported by the Chief Superintendent.

Reports by Inspectors

One of the traditional aspects of inspection is the official report. The official report by the high school inspector still exists today but is not used extensively.

All inspectors stated that they wrote official reports when required by law for permanent certification. Other than this, formal reports were written only on request by the teacher and in some cases on request by the local school boards. The general reaction of inspectors was that time was more constructively used talking with teachers than writing reports.

An alternative to writing a formal report is the written memorandum. Six of the inspectors said they used the memorandum fairly often to put into writing, suggestions the teacher might use for improvement. One inspector said that when he was reporting for a beginning teacher's certification, if the teacher had good qualities and potential, he would list the good points in the report and then use the memorandum to list problem areas to the teacher. Two of the inspectors said they used memorandums little or not at all, preferring

a conference with the teacher.

The distribution of formal reports by inspectors is set by the department of education. A copy of the report is sent to the teacher and to the local school board and a copy is kept by the Registrar in the Department of Education. It is because of this distribution that some of the inspectors preferred to use memorandums or conferences. Memorandums were given only to the teachers. One inspector said that on occasion he had also sent copies to principals and superintendents.

Follow-up of Visitations

It is generally agreed that an essential feature of good supervision is follow-up visitation. All the high school inspectors agreed with this principle but all stated they had difficulty in carrying out the practice themselves. The general answer to the question asking what provisions there were for systematic follow-up of visitations was, "none." In all cases, the inspectors said that they had insufficient time to follow-up on most visitations and usually expected that local supervisory personnel such as superintendents, principals, or department heads would do this job. In cases where follow-up was considered necessary, the inspectors informed the local supervisory staff of this fact.

Role of Inspectors in In-Service Education

The current literature dealing with the role of central supervisory staff states the importance of their role in in-service education of teachers. All the inspectors are active in certain areas of

in-service education such as conventions and institutes. However, all the inspectors reported that their role in in-service projects was limited or minor, in that other duties restricted the amount of time available for this role. In-service projects are generally organized by local bodies and high school inspectors are often called in as consultants and speakers.

Apart from conventions and institutes, the inspectors saw staff meetings and meetings with local administrators as part of in-service education. One inspector said he thought group sessions were more effective than individual visits and that more work should be done in this area.

Features of Instructional Visits

Inspectors periodically, or on request, make group inspection of schools or school systems and report on the whole school situation ranging from instruction to physical facilities. Also, if an inspector spends a day or two visiting a school he often will comment on aspects of the school other than just the teachers he has visited.

A copy of a team inspection report was given to the writer by an inspector to use as an example. It was requested that the name of the school inspected not be announced. This report was written after a three day visit by four high school inspectors and was divided into two major sections, Instructional Report and Administrative and Service Area Report. For the Instructional Report, each inspector was responsible for one or more subject areas. The teachers in each area

were visited. Individual reports were written for teachers on request by the teachers but were not included in the total report. Post-visit teacher conferences were held with each teacher. A general staff meeting was held at the end of the inspection to discuss the purposes of the visit and general observations of the inspection team.

An extensive report was written in each subject area. Each subject report dealt with the quality of instruction, the resources available, and finally a list of recommendations. Some of the inspectors varied from this general format to comment on such things as presentation of data, student relationships and pupil evaluation. In subjects where there is more than one course offered at a given grade level comment was also made regarding programs and method of selecting students for these programs. Part II of the report dealt with administration and service areas. Under the general heading of administration, areas such as personnel, facilities and instructional equipment, and extra curricular activities were examined. Specific comments or observations were made about each of these areas as were recommendations for improvement. The service areas which were examined were library, audio-visual, and guidance. The same procedure was followed here as with the administration section of the report.

The features of this report correspond generally to the group and individual reports carried out by all inspectors. However, when an individual high school inspector was inspecting a school his report was oral to the specific people concerned in each area.

Role of High School Inspector in Large City Systems

All the large city school systems in Alberta have locally employed superintendents and supervisory staffs. However, these cities still fall within the zones of various high school inspectors who are theoretically responsible for them. In fact, it is now a general rule that teams of inspectors visit the city school systems every three years. The inspectors were asked how they viewed this role with regard to the city schools considering that they did employ their own supervisory staffs.

All of the inspectors stated that the inspection by high school inspectors was of value to the cities in that it provided the cities with an outside view and opinion about their school systems. Three of the inspectors stated that the province still has the right and the responsibility to inspect the city schools because of the legal provincial responsibility for education and the fact that the province still provides many grants to them. However, it was stated by these inspectors, along with the others, that their role was purely advisory and not prescriptive. It was generally agreed that the function of the high school inspector in the cities was a diminishing one. This view was backed by the Chief Superintendent who said that the function will not increase because the Department of Education lacked the manpower. He also stated that if the cities accepted accreditation they would probably then only be visited every five years by large teams of inspectors.

Four inspectors felt that visiting the city schools was of great value to inspectors who could obtain good ideas from many specialists

and teachers in the city systems.

Other Types of Supervision

The most obvious type of supervision of teachers is classroom visitation. However, all the inspectors were active in other types as well. Most common of these was the staff meeting held in schools. These were reported by the inspectors as being valuable to the teachers and to the inspectors because of the exchange of ideas that takes place. The meetings were held either with subject departments or full staffs.

Other types of supervision mentioned by inspectors included participation in school "self-evaluation" projects, institutes, conventions and zone meetings. These were very closely tied to in-service programs and some inspectors reported that other duties militated against their full participation in these fields.

Time for Duties

All of the inspectors were asked if they thought they had sufficient time to carry out a thorough and comprehensive supervisory routine. The answer in every case was no. The general reaction was that there was insufficient time to visit all the teachers in a zone and even great difficulty in visiting those who required an inspection for certification. There were too many other duties required of inspectors to do a thorough and comprehensive job of supervision.

One inspector stated however that the time available does depend on the routine one wishes to carry out. He thought that the bulk of the

responsibility for supervision lies with the local authorities, especially principals who should carry out more supervision. This view was partially backed by the Chief Superintendent who felt that high school inspectors did have sufficient time for supervision. His reasoning was that inspectors were dealing with professional people who don't require detailed analysis and should be able to pinpoint problems when they were pointed out by the high school inspector. He stated that it did not take long to see what was happening in a classroom and then convey this information to someone else, presumably the teacher, principal or superintendent, who could then deal with it.

II. CURRICULUM DEVELOPMENT

Curriculum development in the Province of Alberta is a provincial responsibility and hence comes under the curriculum branch of the Department of Education. Within the curriculum branch there are four main policy committees: a General Committee and one committee each for the senior high, junior high and elementary levels. These committees have some lay members although the majority are professional educators. Each of these committees has several sub-committees made up of professional educators who do the actual curriculum work to correspond to the policies made by the major committees.

Participation of High School Inspectors on Committees

All of the high school inspectors are members of the High School Curriculum Committee. Six of the inspectors were members of sub-committees of the High School Committee; one of these inspectors was

also a member of the General Committee. The inspector responsible for vocational education reported that he was chairman for each of the sub-committees in vocational education, a total of eighteen.

As members of the High School Committee the high school inspectors are participants only, with no special authority or power. However, those who are members of subject sub-committees are chairmen of those committees. In this capacity, they prepare agenda, initiate discussion, guide reading, review proposed courses and references and make recommendations for their use, and prepare and present reports to the High School Committee.

Time Spent by High School Inspectors on Curriculum Work

In the 1965 Annual Report of the Department of Education it is stated that High School Inspectors spent a total of 83 days or an average of 10.7 days on Curriculum revision and construction.¹ This time, however, is not equally distributed among the inspectors. The responses varied greatly and seem to conflict with the Annual Report. The Inspector for Vocational Education reported spending 25% of his time on curriculum work. One other reported 20%. Those involved with just the High School Committee spent between 10 to 15 days a year on curriculum work depending on the number of meetings held. Others reported 20 to 25 days if they were members of sub-committees.

One chairman of a sub-committee stated that the actual meeting

¹Annual Report of the Department of Education of Alberta 1965, p. 30.

time was only one portion of the work involved. He said that for each day of meeting, there was usually a day of preparation and a day of follow-up work involved. This presumably is reported under office work.

Because of the obvious importance of curriculum work, the inspectors were asked if they thought they had sufficient time to devote to it. Four of the inspectors gave a definite "no." One of these respondents stated that curriculum work should be full time because the changes in curriculum are great and rapid making it difficult for those involved to keep up with current developments. Another said that the curriculum role was increasing and "stealing" time from supervision. A third inspector agreed with this statement and stated further that curriculum work often received the minimum of time that could satisfy immediate demands. He claimed that if more time were available for curriculum work that one would develop his subject specialty more, keep up-to-date on professional literature and perhaps write more concerning the subject.

Of the inspectors who said they had sufficient time for curriculum work, one stated that his answer would change if he were given any more responsibility. Another said he had enough time as a chairman of a committee if the others of the committee did the work. A third stated that he had sufficient time because he just attended meetings and other work was set aside or postponed to do so. This latter point of view was basically supported by the Chief Superintendent who said that inspectors must establish a scale of priorities and other work must be scheduled around curriculum meetings.

Relationship of Supervisory and Curriculum Work

The high school inspectors were asked in what ways supervisory duties complement and/or detract from curriculum work. Six of them said definitely that the two phases of their job complement each other. They generally believed the supervisory work allowed them to see the curriculum in action and offered excellent opportunities for communication between teachers and members of the curriculum committees. One ex-inspector stated he would dislike seeing the curriculum work becoming full time in that he would lose contact with the schools where the present role carried out by the high school inspector maintains contact. It was stated by another inspector also that the feedback from teachers gave high school inspectors an advantage over other members of curriculum committees who did not visit schools. The Chief Superintendent said that the dual roles of supervisor and curriculum worker were and should be complementary and the inspectors gained valuable knowledge by being on curriculum committees.

Two of the inspectors thought that time involved in curriculum work detracted from their other duties which they said were more important. One of them stated that high school inspectors should serve only in an advisory capacity regarding curriculum. He thought that there were too many duties and responsibilities for the time available. The other inspector of this group also stated time as a factor. He stated that contact with teachers is as important as curriculum work. He used a newsletter to communicate curriculum changes to teachers in his field.

Relation to Other Leaders in Curriculum Work

Within the Province of Alberta the teachers have organized specialist councils in given subject areas. They are a form of in-service education for teachers keeping them abreast of new developments in curriculum and carrying out studies related to curriculum. Five of the high school inspectors were members of these councils, two serving in executive capacities. Others were asked to address councils and to serve as consultants to them.

Apart from membership in specialist councils, all inspectors reported being active at various times as speakers and consultants at teachers' conventions and institutes.

Regulation of High School Programs

Each year the Department of Education in Alberta publishes a Senior High School Handbook containing the regulations pertaining to the operation of Alberta Senior high schools. This Handbook outlines the organization of school programs, procedures for the registration and reporting of students, the senior high school program, regulations and information regarding various subjects, and several areas of information pertinent to the organization of a senior high school. At the beginning of each school term, each high school must complete a Form A Card (School Registration Form) showing the school organization and the subjects being taught, and submit it to the high school inspector for endorsement of approval. The organization of the school is expected to comply with the regulations as outlined in the Handbook. High school

credits are granted through the Examinations Branch of the Department of Education on the recommendation of the high school. The recommendation of credit is accepted from schools when the Form A card is completed showing the subjects in which credit is sought and bears the high school inspector's endorsement of approval.

The interviewed high school inspectors were asked to what degree they regulated school programs by having authority to approve Form A cards and if they allowed any deviation from approved courses. There was considerable variation in the approach to this question by the inspectors. Two of the inspectors said that they did not allow any variation except in cases that had been approved by the Special Cases Committee of the Curriculum Branch.

Five of the inspectors said they allowed for some variation and flexibility in courses and programs. One of these stated that he permitted modification if the general spirit and outline of the course was maintained. Another said he allowed some deviation from prescribed courses if it would aid the students in given local conditions. All of the inspectors said they could allow flexibility in timetabling but content changes had to be approved by the Curriculum Branch.

Two of the inspectors met with principals and superintendents in the spring and again in September in order to solve problems so that the programs offered by the schools were acceptable. One of these inspectors asked that the superintendent also sign the Form A Card.

The Chief Superintendent stated that the initial decisions regarding programs were reached between principals and superintendents

and that these programs presumably were in harmony with local school board policy. Therefore the high school inspectors would probably not disagree. He said that any decisions made by the inspectors in this regard were not arbitrary but were designed to help students.

One of the high school inspectors did not have any work with Form A cards as these were done by the two other inspectors whom he assisted.

Control Over Departmental Examinations

In Alberta the Department of Education sets examinations of senior matriculation at the Grade XII level. Originally this was a task of the inspectors in Alberta but has since been taken over by the Examinations Branch of the Department of Education. This branch has committees comprised mainly of teachers to set the examinations.

All but two of the inspectors reported that they served on revision committees for the Departmental examinations but had no special authority. They served only as members of the committees. As such, they could recommend or suggest changes but could not regulate content or method of listing.

The two inspectors who were not involved in revision of examinations were responsible for subject areas not tested by the Department.

III. DUTIES WITHIN A ZONE

Conventions and Institutes

Each school year Alberta teachers in the various districts, divisions, and counties have conventions of a two day duration. By

law, the high school inspector is an ex officio member of the program committee of every such convention in his inspectorate and must be consulted by the committee with respect to the program.² In addition to conventions, teachers hold varying numbers of institutes during a year which usually include the inspector in some capacity.

The interviewed inspectors reported that they attended between three and fifteen conventions and institutes per year, the mean being seven.

The function of the high school inspector at conventions and institutes varies. All the inspectors participated at various times as speakers, panel members, consultants, and observers. All but one of the inspectors stated that their attendance at and participation in conventions and institutes was of value to both teachers and the Department of Education. The dissenter said that he saw "very little of value" in the inspectors' participation at these functions. However, the others saw them as excellent opportunities to disseminate information and also to receive feedback from teachers. One inspector stated that he found the informal sessions at conventions very valuable as teachers tended to talk freely and discuss problems and ideas which they were not as likely to do under more formal circumstances in a school. Two other inspectors also support this statement. The Chief Superintendent stated that the participation of inspectors at

²General Regulations Under the Department of Education, O.C. 805/62.

conventions and institutes was designed to promote good public relations and that the inspectors provided good professional service to the teachers.

Relationship with Superintendents

High school inspectors usually come from the ranks of the superintendency. This move is considered to be a promotion and includes a higher salary; therefore, a hierarchy is implied although it is not written into a defined structure.

The inspectors were asked what their relationship was with superintendents within their zones. They were unanimous in their responses in stating that their association with superintendents was close and important. They viewed it as consultative and cooperative with few implications of a hierarchy or authority. The inspectors met regularly with superintendents at zone meetings where the inspectors provided information and advice regarding high school programs and organization. On occasion superintendents do seek advice from inspectors regarding problems in their divisions. Two inspectors stated specifically that they never told superintendents how to run their schools but did occasionally raise questions with them to draw certain problems to their attention. Another inspector stated that he thought superintendents were quite well instructed in their duties while another said he would like to see the superintendents assume more responsibility for the high school program.

The above views held by inspectors were supported by those of the Chief Superintendent who further stated that inspectors did not

control superintendents but superintendents usually show respect for high school inspectors because of their background of experience and knowledge. He also said that inspectors had been superintendents who were highly capable in public relations with ability to solve problems and resolve differences among people; and although the inspectorship is a promotion from the superintendency, the work is completely different.

Zone Meetings

Superintendents within given zones hold meetings throughout the year to discuss common problems and to exchange ideas. These meetings are organized by their zone executive. There is always a meeting near the beginning of the school term and usually another at the end. The high school inspector is invited to attend these meetings and is generally given one hour to present information. The inspectors stated that this hour is usually restricted to giving information pertinent to the high schools, especially regarding course changes. Superintendents usually raise questions about high school organization although questions of a more general nature are also asked of inspectors who become active participants in zone meetings.

Participation in Surveys and Investigations

A task carried out by high school inspectors on request by the Department of Education or by local school boards is that of conducting surveys or investigations about particular problems which may arise in school districts. The most frequent type of survey mentioned by the inspectors concerned centralization of school facilities, the major

problem here being the location of the centralized school. The job of the inspectors in this case is to evaluate the existing facilities, transportation routes, and public reaction, and then recommend to the local school board a course of action.

Sometimes inspectors are asked by school boards to evaluate or examine existing school systems in order to recommend ways of improving them. In this case they examine physical facilities, teaching, administration, equipment, programming, and special services such as libraries and counselling. These examinations are often a follow-up of a previous visit when the tone of the school was questioned.

Another type of investigation frequently carried out by inspectors concerns individual teachers or principals whose effectiveness has been questioned by local authorities, especially if the teacher or principal faces suspension.

The number of times inspectors are involved in surveys and investigations varies. One of the inspectors had not participated in any during his previous two years of service. The remaining inspectors reported involvement in this type of activity two to six times per year. The Annual Report of the Department of Education states that the inspectors spent a total of 84.5 days or an average of 10.9 days per inspector in investigations, surveys, and public meetings.³

³Annual Report of the Department of Education of Alberta, 1965, p. 30.

Miscellaneous Activities

High school inspectors are called upon to serve in an official capacity many times for reasons other than those already mentioned. One of the most common duties is to represent the Department of Education at official school openings throughout the province. All the inspectors mentioned this function along with carrying out the same duties at high school graduation ceremonies. They are also called upon to speak to Home and School Associations. These functions are almost always held during the evening.

Almost all the inspectors are asked to attend various professional conferences and conventions, often outside the province. Included here were various curriculum conferences, Canadian Education Association conventions, and in one case, a Manpower convention sponsored by the Federal Government. One inspector reported that he had also given lectures to university students and in fact had been on leave of absence to teach at the University of Calgary the previous year.

Two inspectors stated that they were occasionally invited to speak to service clubs and other organizations on educational topics.

IV. SUMMARY

Because of time restrictions and other duties, high school inspectors cannot inspect all their teachers every year. They tend to restrict their inspection to those teachers requiring permanent certification and those who are experiencing difficulty. Inspectors differed in regard to their perception of their role relating to

teachers. Some thought they were primarily to assist teachers, others primarily to inspect and report, and others saw a dual role combining both functions. They also differed in their thoughts regarding the effect of their title of inspector influencing their efforts to assist teachers.

No set form or procedure is used by inspectors in assessing teaching ability. However, there was considerable agreement among the inspectors as to what constitutes good teaching. Included here were: knowledge of subject matter, ability to communicate, class rapport, student motivation, pupil-teacher relationship, use of teaching aids, planning and preparation. There was a difference in emphasis and approach regarding inspection.

Inspectors did use some information gathered outside the classroom from superintendents and principals to assess teachers. However, they relied most heavily on classroom observation as their prime source of information. They stated that from two to four periods of visitation followed by a discussion period were necessary to form a valid opinion of a teacher's work. They usually tried to advise weak teachers of ways to improve. If this improvement did not occur the inspector could write a formal report to the local school board stating his views regarding the teacher. Generally, inspectors were expected to supervise teachers in all subject areas, although sometimes they did ask an inspector with a different subject specialty to assist them.

Although inspectors generally did not have sufficient time to make follow-up visits to teachers, they were all active in some aspects

of in-service education as consultants and speakers.

A relatively new feature of secondary school inspection is the team visitation made by a group of inspectors to report on all phases of operation of a given school or school system. This approach is taken, usually every three years, in large city high schools. Inspectors were unanimous in stating that they did not have sufficient time to carry out a thorough and comprehensive supervisory program.

All high school inspectors participated in curriculum development by serving on curriculum committees. Some were more actively involved than others and stated that they did not have sufficient time to do all the work necessary. The general feeling was, however, that curriculum work complemented and aided their supervisory work.

High school inspectors were given the authority to approve the program of studies and organization of high schools in their zones. Some of the inspectors did not allow any variation from provincially approved courses and procedures, while others did allow for some. Most inspectors also served on provincial examination committees as regular members with no powers to regulate content.

All inspectors participated in various activities within their respective zones. Included here were conventions, institutes, zone meetings, surveys, investigations, and other activities such as school openings and speaking engagements. They all worked closely with school superintendents in an advisory and consultative capacity.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This section of the chapter presents a summary of the major findings from the study which included an examination of the Annual Reports of the Department of Education, various documents and papers of the Department of Education, and interviews with incumbent high school inspectors, two ex-inspectors, and the Chief Superintendent.

1. An examination of the School Act and discussions with the high school inspectors revealed that the role of the high school inspector has not been clearly defined. Different inspectors viewed their role differently in various situations and hence carry out their role differently.

2. The background experience of the inspectors in almost all cases included teaching, principalships, and superintendencies.

3. All of the inspectors had university training beyond the baccalaureate level, all but one having graduate degrees. All were considered subject specialists as well as having graduate courses in school administration and, in most cases, curriculum development.

4. Each inspector was responsible for supervising curriculum development in a subject area as well as having an inspectorate or zone. The number of schools within inspectorates and the number of teacher visitations made by inspectors varied greatly.

5. Reasons for inspectoral visits by inspectors included certification of new teachers; requests by teachers, principals, or superintendents; and routine visits. Inspectors also visited schools or school systems rather than specific teachers. This was often done by inspectoral teams.

6. The majority of the inspectors saw their role as a dual one of assisting teachers as well as inspecting. Only two inspectors viewed their role as the "traditional" one of inspecting and reporting.

7. The inspectors were evenly divided in opinion regarding their title of "high school inspector" being a hindrance in giving assistance to teachers.

8. There was no standardized form used by inspectors to assess teaching ability. There was general agreement among inspectors however in the qualities considered necessary for good teaching.

9. Most inspectors used some information other than that obtained in classroom observation in assessing teachers' ability.

10. The inspectors stated that from two to four periods of visitation were necessary before a reasonable evaluation of a teacher could be made.

11. High school inspectors could not directly dismiss an incompetent teacher but could write a formal report to the local school board stating the inadequacies of the teacher.

12. Although inspectors were considered to be subject specialists they did inspect teachers in several subjects. When possible they tried to bring in another inspector of the same subject specialty as the teacher.

13. Inspectors generally did not have sufficient time for follow-up visitations of teachers. This function was generally left to local school authorities.

14. Inspectors reported that their role in in-service education was limited because of other duties.

15. Inspections of schools or school systems covered instructional, administrative, and service areas.

16. Inspectors stated that their inspection of city schools was of value to the city systems and to themselves, but also stated this function was a diminishing one.

17. Inspectors did not think that they had sufficient time to carry on a comprehensive supervisory role.

18. All of the high school inspectors were members of the High School Curriculum Committee and most were involved in one or more curriculum sub-committees.

19. Inspectors average 10.7 days per year on curriculum work. Most did not think there was sufficient time available for this work.

20. Most of the inspectors stated that their roles as supervisors and as curriculum workers were complementary.

21. The majority of inspectors allowed some variation from prescribed course outlines if they thought the students would benefit from those variations. Only two of the inspectors would not allow variations unless they had been approved by the Curriculum Branch of the Department of Education.

22. All of the inspectors were active and involved in teachers' conventions and institutes.

23. Inspectors stated that their role with superintendents was one of cooperation and consultation, and that they did not feel a hierarchical or authoritative role with them.

24. Inspectors were asked to conduct or participate in surveys and investigations regarding specific schools, school districts, or teachers; and report the findings to local authorities and/or the Department of Education.

25. All high school inspectors carried out various official duties such as representing the Department of Education at school openings, attending conventions, and speaking to various meetings.

II. CONCLUSIONS

The conclusions stated here arise out of the analysis of data and findings present in the study. These conclusions refer to the questions advanced in the study and are as follows:

1. The role of the high school inspector is changing from a regulatory and inspectoral one to one of providing leadership in instructional and curriculum improvement. The original role of the inspector as examined in the historical background of this study clearly showed him to be an instrument of state control over education. However, the views stated by the incumbent inspectors, the Chief Superintendent, and writings by other key personnel in the Department of Education clearly indicated that the role has changed

largely to one of educational leadership and assistance. The most important factor here is the view of the position held by the incumbents for they are the ones who interpret what their role should be. Most of them viewed themselves in the leadership role and tried to act accordingly.

2. The legal status of the high school inspector had not been clearly defined and hence there were differences in the ways inspectors interpreted their duties. This was evident in the answers given by the inspectors in practically every question asked them in this study. There were definite differences in the interpretation of duties and in the manner they were carried out. An examination of the latest School Act and other recent documents of the Department of Education did not find an explicit statement of the duties of high school inspectors.

3. The inspectors did not have sufficient time to perform adequately all of their duties. All the inspectors agreed on this point, either in regard to their supervisory duties or to their curriculum duties. The general opinion was that their tasks were becoming too numerous for the available time to carry on all phases of the job effectively. Some stated that they were dissatisfied with the time available for a full supervisory program in their zones, others said they did not have adequate time for professional reading and curriculum work. If priorities were established, some phase of the job received less time than it required to be executed effectively.

4. The inspectors' work in curriculum development complemented and was aided by their supervisory work. Almost all of the inspectors

stated that supervisory work provided opportunities for communication with teachers and also to see the implementation of curriculum ideas.

III. RECOMMENDATIONS

A study of the data presented by incumbent high school inspectors indicated that there are some factors which make it difficult for them to carry out their duties as efficiently and effectively as they would like. The following recommendations might be received as possible contributions to a more effective role for high school inspectors.

1. The Department of Education should consider employing more inspectors and reducing the size of inspectoral zones. This would allow more time for all of the inspectors to perform their various duties, especially in the area of instructional supervision and inspection for permanent certification.

2. High school inspectors should continue in curriculum work but in an advisory capacity only in so far as the actual preparation of specific curricula or courses of study are concerned. Curriculum building has become a highly complex function requiring full time participation of those involved. Inspectors can provide excellent liaison between teachers and curriculum committees but cannot really be expected to participate fully in curriculum building and still carry on their other duties. This recommendation is based on the assumption that the Department of Education will remain active and responsible for establishing the basic curriculum for the province.

3. If inspectors gained more time it could be spent fruitfully in the field of professional development. The background experience of the inspectors is such that teachers and administrators can gain valuable insights from them.

4. High school inspectors should work out of regional offices in a more decentralized system than presently exists. This way they are more readily available to aid local administrators, superintendents, and school boards in solving administrative problems.

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APPENDIX

PART I

The following questionnaire has been designed to gather information regarding the academic background, teaching and administrative experience, and general information about the inspectorate of the high school inspector in Alberta. If you are no longer an inspector, please interpret all questions in the past tense.

A. Teaching and Administrative Experience

1. Total number of years teaching experience
(excluding years as a teaching and/or full-time principal) _____
2. Number of years as a teacher of elementary
and/or junior high school _____
3. Number of years as a teaching and/or full-
time principal. _____
4. Number of years as a superintendent _____
5. Number of years as a high school inspector _____
6. Total number of years experience in urban
school systems _____
7. Year of appointment to high school inspector _____

B. Professional Qualifications

1. What university degrees do you hold?

2. What was your subject specialization?

3. How many courses do you hold in your subject speciality?

4. How many courses do you hold in school administration?

5. How many courses do you hold in curriculum development?

6. Of what professional organizations are you a member?

C. Zone

1. What is the approximate geographic size of your zone?

2. How many high schools are in your zone?

3. How many high school teachers are in your zone?

4. How many teachers do you visit during an average school year?

PART II

INTERVIEW SCHEDULE

A. Supervision of Instruction

1. What prompts or initiates an official visit by you to a given school or to a given teacher?

2. Do you see your duties regarding teachers primarily one of inspecting and reporting or one of assisting? Explain.

3. Do you feel that your inspectoral title and/or duties interfere with or impede your efforts to assist teachers? Explain.

4. What are your criteria for judging a teacher's teaching ability?

5. Is there information other than actual observation that you use to assess a teacher? If so, what information is used?
6. How many visits or periods of observation do you feel are necessary before you can make a valid assessment of a teacher? Comment.
7. What action do you take or is open to you if you find a teacher doing an inadequate job of teaching or not teaching the prescribed course of studies?
8. What procedure do you follow for inspecting teachers whose subject specialty differs from your own?
9. Do you write reports on all inspectorial visits? If not, why not?
10. To what extent are memos used rather than reports?
11. What is the distribution of your reports and memos?
12. What provisions are there for systematic follow up of your visitations?
13. How do you view your role with regard to assisting in teacher in-service education? How active are you in this capacity?
14. What are the general features and requirements of an inspectorial visit regarding the following areas of education: Physical facilities, school administration, nature of instruction, methods of student evaluation, and coordination of physical and personnel resources?
15. How do you view the role of the high school inspector with regard to the inspection of large city school systems which employ their own supervisory staffs?
16. What types of supervision do you carry-out other than individual supervision (e.g. staff meetings) and what is the nature and purpose of this supervision?

17. Do you feel that you have sufficient time to carry out a thorough and comprehensive supervisory routine?

B. Curriculum Development

1. Are you a member of a curriculum committee or subcommittee? Specify?
2. What is your function re. curriculum committees?
3. How much of your time is devoted directly to work regarding curriculum formulation?
4. Do you feel that you have sufficient time to devote to curriculum work? Comment.
5. In what ways do your supervisory duties complement and/or detract from your curriculum work?
6. How do you relate to other leaders in curriculum work? (e.g. specialist councils, teachers' groups)
7. To what degree do you regulate programs by having authority to approve A Cards? Do you allow for any deviation from approved courses? If so, under what circumstances?
8. To what extent do you have control over Grade XII Departmental Examinations?

C. Conducting Affairs Within a Zone

1. How often in a given year are you involved in teachers' conventions and institutes?
2. What is your usual role in these conventions and institutes?
3. What value do you see in your role in conventions from the standpoint of the Department of Education and of the teachers?

4. What is your relationship with superintendents within your zone?
5. What part do you play in zone meetings of superintendents?
6. How often do you participate in surveys and investigations for the Department of Education?
7. What is the general nature of the investigations and surveys which you conduct?
8. In what ways other than those already mentioned do you act in an official capacity for the Department of Education?

15707 - 89A Avenue
Edmonton, Alberta
June 9, 1966

Dr. R. E. Rees
Chief Superintendent of Schools
Department of Education
Administration Building
Edmonton, Alberta.

Dear Sir:

I am a graduate student enrolled in the Division of Educational Administration at the University of Alberta. The purpose of this letter is to seek permission to carry out a study for my Master's thesis entitled "The Role of the High School Inspector in Alberta."

This study is designed as a descriptive survey of the role of the high school inspector in such areas as supervision of instruction, development of curriculum, and general oversight of the affairs of an inspectorate. Also, the historical development of the position of high school inspector will be traced.

To carry-out this study it will be necessary for me to interview the present inspectoral staff at their convenience. I would also like to interview several ex-inspectors who are presently faculty members at the University of Alberta.

This study has received the approval of Dr. A. W. Reeves, my faculty advisor. If you would like to have more information about the study, I will gladly comply with any request you have in that regard.

Yours sincerely,

N. A. Sande

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